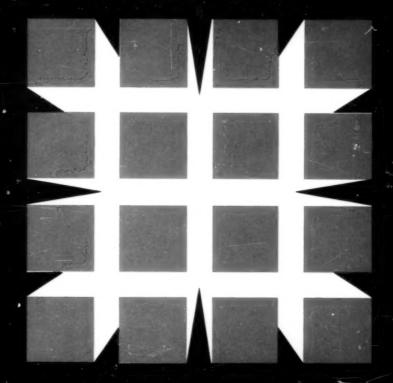
JANUARY 1989

VOLUME 24/NUMBER 1

# RESOURCES IN EDUCATION

ED 297 085 - 298 243



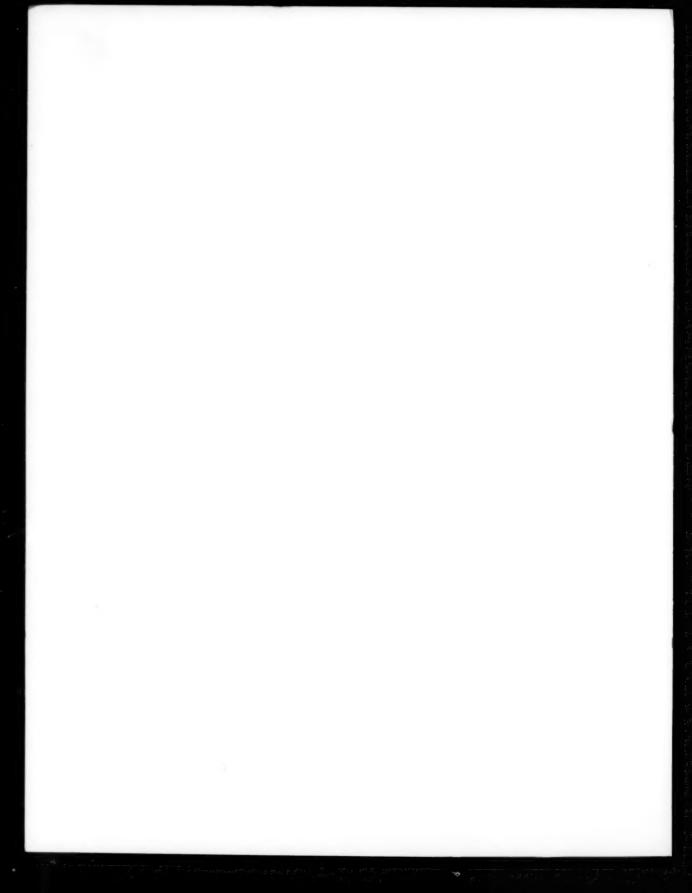
**EDUCATIONAL RESOURCES** 

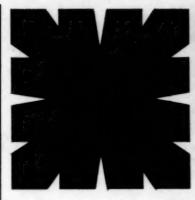


INFORMATION CENTER

Office of Educational Research and Improvement

U.S. DEPARTMENT OF EDUCATION



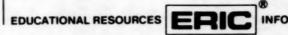


# **RESOURCES IN EDUCATION**

ED 297 085 - 298 243 January 1989 Volume 24/Number 1

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Resources in Education (RIE) is processed for printing by ORI, Inc., under contract with the U.S. Department of Education, Office of Educational Research and Improvement (OERII), and is published monthly by the U.S. Government Printing Office (GPO) with printing funds approved by the Office of Management and Budget. The contents of RIE do not necessarily reflect official OERII policy.

Subscriptions to RIE (12 issues/year), individual issues, and semi-annual indexes (January-June and July-December) are available from the Superintendent of Documents, U.S. Government Printing Office (GPO), Washington, D.C. 20402. Inquines regarding prices should be directed to the Superintendent of Documents.

## Selected Acronyms

CH Clearinghouse

CIJE Current Index to Journals in Education

Comp. Compiler

DHEW Department of Health, Education, and Welfare

Ed. ED

Accession Number Prefix (ERIC Document)

Department of Education

**EDRS** - ERIC Document Reproduction Service

- Accession Number Prefix (ERIC Journal Article) EJ

ERIC Educational Resources Information Center

- Government Printing Office GPO

MF Microfiche

NIE National Institute of Education

OE - Office of Education

OERI Office of Educational Research and Improvement

PC - Paper Copy

- Resources in Education RIE

SN - Scope Note UF Used For

### Library of Congress Cataloging in Publication

Resources in education / Educational Resources Information Cen-

- Washington, D.C.: Dept. of Health, Education, and Welfare, National Institute of Education: Supt. of Docs., U.S. G.P.O., [distributor],

v.; 28 cm.

Monthly.

Began with Vol. 10, no. 1 (Jan. 1975)

Vols. for Jan. 1975-Apr. 1980 were classed (Supt. of Docs.): HE 19.210:(v.nos.&nos.)

Description based on: Vol. 14, no. 1 (Jan. 1979)

Vols. for Jan. 1975-Apr. 1980 issued by Dept. of Health, Education, and Welfare, National Institute of Education; May 1980- by the Dept. of

(Continued on next card)

75-644211

one semiannual

AACR 2 MARC-S

76r8209r81prev

### Resources in education . . . (Card 2)

Education, National Institute of Education.

Indexes:

Cumulative indexes published semiannually; 1980-

index issued for Jan.-June.

Continues: Research in education Supt. of Docs. no.: HE 19.210;; ED 1.310;

GPO: Item 466-A

ISSN 0098-0897 = Resources in education.

1. Educational research—Bibliography. 2. Education—Bibliography. I. United States. National Institute of Education. II. Educational Resources Information Center.

DNLM: 1. Education—abstracts. 2. Education—indexes. 3. Research Support—directories. Z 5811 R4321 D16.370'78 75-644211

AACR 2 MARC-S

rLB10281

Library of Congress

76:8209r81srev

### Introduction

**RESOURCES IN EDUCATION (RIE)** —A monthly abstract journal announcing recent report literature related to the field of education, permitting the early identification and acquisition of reports of interest to the educational community.

Sponsor: Educational Resources Information Center (ERIC)
Office of Educational Research and Improvement (OERI)
U.S. Department of Education
Washington, D.C. 20208

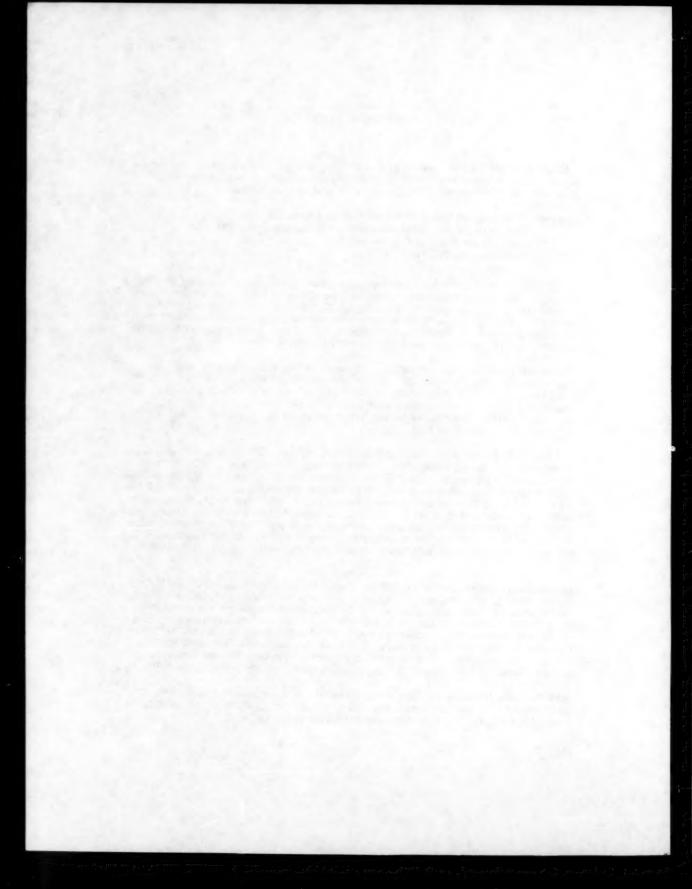
ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating significant and timely education-related reports. It consists of a coordinating staff in Washington, D.C. and 16 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

Organization of Journal: Resources in Education is made up of resumes and indexes. The resumes provide descriptions of each document and abstracts of their content. Resumes appear in a "Document Section" and are numbered sequentially by an accession number beginning with the prefix ED (ERIC Document). The indexes appear in an "Index Section" and provide access to the Resumes by Subject, Personal Author, Institution, and Publication Type.

Availability of Documents: The documents cited in Resources in Education, except as noted, are available from the ERIC Document Reproduction Service (EDRS), in both microfiche (MF) and paper copy (PC), or microfiche only. Availability in microfiche only may be determined by the source, for proprietary or copyright reasons, or by ERIC for reasons related to legibility and reproducibility. The price per document is based on the number of pages and is subject to change over time. An ERIC Price Code Schedule permits the user to convert all price codes to actual dollar amounts. Current price information for documents, microfiche, and subscriptions to microfiche collections is to be found in the section entitled "How to Order ERIC Documents" in the most recent issue of RIE.

How to Submit Documents to ERIC: If you have documents that you would like to have considered for announcement in Resources in Education (RIE), you should send clean, legible copies (in duplicate, if possible) to the ERIC Processing and Reference Facility, 4350 East-West Highway, Bethesda, MD 20814. A reproduction release, giving ERIC permission to reproduce in paper copy and microfiche (or microfiche only), and signed by the author or official representative of the source institution, is requested for all documents selected for inclusion in RIE. Standard reproduction release forms may be obtained from the ERIC Facility (a sample appears at the back of this issue of RIE).

How To Order RIE: The U.S. Government Printing Office (GPO) prints RIE and functions as subscription agent. Detailed subscription information appears on the page in the back of RIE entitled "How to Order RESOURCES IN EDUCATION."



## **HIGHLIGHTS Of Special Interest**

### **ERIC Clearinghouse Publications**

This page highlights publications announced in this issue of Resources in Education which were created by the ERIC Clearinghouses and which have been selected as having special significance for educators. For each brief citation appearing here, there is a full abstract appearing under the same ED number in the pages of the issue.

In addition to collecting the literature of education for announcement in Resources in Education and Current Index to Journals in Education, the ERIC Clearinghouses analyze and synthesize the literature in a number of different formats designed to compress the vast amount of information available and to meet the varying needs of ERIC users. These formats include research reviews, state-of-the-art studies, interpretive studies on topics of high current interest, research briefs, annotated bibliographies, and compilations. While some publications are comprehensive reviews designed for those who are interested in pursuing a subject in depth, others are brief analyses designed for the busy practitioner whose time for staying abreast of new developments in education is limited.

ERIC publications are published either by the ERIC Clearinghouses responsible for producing them or through cooperative arrangements with other organizations. Copies are usually available directly from the responsible Clearinghouse or from the source listed in the citation. In addition, the publications announced in Resources in Education are contained in all ERIC microfiche collections, and are available in paper copy and/or microfiche from the ERIC Document Reproduction Service (EDRS), 3900 Wheeler Avenue, Alexandria, Virginia 22304.

### Citations (By Clearinghouse)

ED 297 324 CS 211 382

ED 297 324 CS 211 382
Robinson, Randal
Unlocking Shakespeare's Language: Help for the
Teacher and Students. TRIP: Theory & Research
into Practice Series.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill., National Council of
Teachers of English, Urbana, Ill., 93p.

EDRS Price - MP01/PC04 Plus Postage.

Alternate Availability—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL
61801 (\$7.95 member, \$9.95 nonmember).

ED 297 481 EA 020 362 Klauke, Amy

Klauke, Amy
Recruiting and Selecting Principals. ERIC Digest
Series Number EA27.

ERIC Clearinghouse on Educational Management,
Eugene, Oreg.; 4p.
EDRS Price - MF01/PC01 Plus Postage.
Alternate Availability—Publication Sales, ERIC
Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR
97403 (\$2.50 handling charge per order).

SO 019 597 ED 298 076 Patrick, John J.
Teaching the Bill of Rights. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.; 4p.
EDRS Price - MF0I/POOI Plass Postage.
Alternate Availability—ERIC Clearinghouse for Social Studies/Social Science Education, 2805
East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47405.

ED 298 213 UD 026 346

ED 298 213

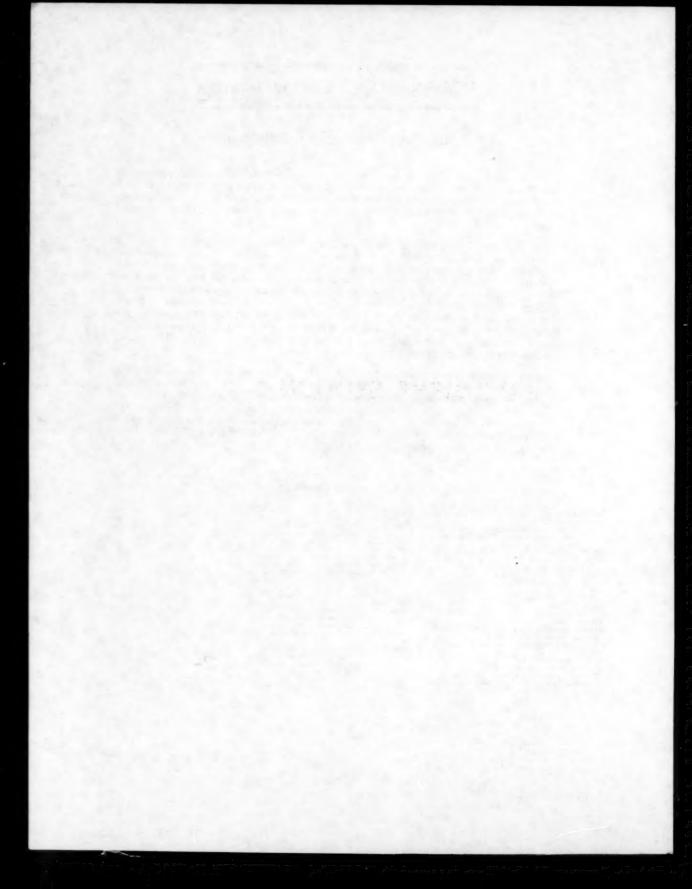
Ascher, Carol

Summer School, Extended School Year, and
Year-Round Schooling for Disadvantaged Students. ERIC/CUE Digest Number 42.

ERIC Clearinghouse on Urban Education, New
York, NY, 4p.

EDRS Price - MF01/PC01 Plus Postage.

Alternate Availability—ERIC Clearinghouse on
Urban Education, Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University. New York, NY 10027 (single ity Education, Box 40, Teachers College, Columbia University, New York, NY 10027 (single copies free, include stamped self-addressed envelope).



# DOCUMENT SECTION

### SAMPLE RESUME

ERIC Accession Number—identifi-cation number sequentially assigned Clearinghouse Accession Number. to documents as they are processed. Author(s). Sponsoring Agency—agency re-sponsible for initiating, funding, and CE 123 456 ED 654 321 managing the research project. Title. Smith John D. Johnson, Jane Career Planning for Women. Organization where document Central Univ., Chicago, IL Report Number-assigned by Spons Agency—National Inst. of Education (ED), Washington, DC. Report No. — CU-2081-S originator. Pub Date - May 83 Date Published. Descriptive Note (pagination first). Contract- NIE-C-83-0001 Note — 129p.; Paper presented at the National Conference on Career Education (3rd, Chicago, Contract or Grant Number. IL, May 15-17, 1983). Available from—Campus Bookstore, 123 College Ave., Chicago, II. 60690 (\$3.25). Language—English, French Pub Type—Speeches/Meeting Papers (150) Descriptors—subject terms found in the Thesaurus of ERIC Descriptors Alternate source for obtaining document. that characterize substantive content. EDRS Price-MF01/PC06 Plus Postage. Only the major terms, preceded by an asterisk, are printed in the subject Language of Document-docu-Descriptors - Career Guidance, Career Planning ments written entirely in English are not designated, although "English" is carried in their computerized records. Careers, \*Demand Occupations, \*Employed Women, \*Employment Opportunities, Females, Labor Force, Labor Market, \*Labor Needs, Oc-Identifiers-additional identifying cupational Aspiration, Occupations terms not found in the Thesaurus. Publication Type—broad categories indicating the form or organization of Only the major terms, preceded by an asterisk are printed in the subject Identifiers - Consortium of States, \*National Occupational Competency Testing Institute Women's opportunities for employment will be the document, as contrasted to its subject matter. The category name is directly related to their level of skill and experience followed by the category code. and also to the labor market demands through the ERIC Document Reproduction Service (EDRS) Availability—"MF" means microfiche; "PC" means reremainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1980 produced paper copy. When de-scribed as "Document Not Available and 1990, but the growth rate will vary by occupational group. Professional and technical workers are from EDRS," alternate sources are cited above. Prices are subject to expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), change; for latest price code schedu Informative Abstract. see section on "How to Order ERIC clerical workers (26 percent), sales workers (24 Documents," in the most recent issue percent), craft workers and supervisors (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance that are available to them. (SB) Abstractor's Initials.

### **Document Resumes**

The document resumes in this section are arranged in numerical order by ED number, and also alphanumerically by Clearinghouse prefix and Clearinghouse accession number.

As explained in the Introduction, each Clearinghouse focuses on a specific aspect of education. The reader who is interested in one of these major aspects (e.g., Reading) may, however, find pertinent resumes among the entries of virtually any Clearinghouse, dependent on the orientation of the document. For this reason, it is important to consult the Subject Index if a comprehensive search is desired.

The following is a list of Clearinghouse prefixes and names used in this Section, together with the page on which each Clearinghouse's entries begin:

	Page		rage
AA-ERIC Processing and Reference Facility	1	JC-Junior Colleges	112
CE-Adult, Career, and Vocational Education		PS-Elementary and Early Childhood Education	122
CG-Counseling and Personnel Services	18	RC-Rural Education and Small Schools	130
CS-Reading and Communication Skills		SE-Science, Mathematics, and	
EA-Educational Management		Environmental Education	
EC-Handicapped and Gifted Children	64	SO-Social Studies/Social Science Education	
FL - Languages and Linguistics	77	SP—Teacher Education	159
HE—Higher Education	84	TM-Tests, Measurement, and Evaluation	166
IR -Information Resources	97	UD-Urban Education	174

ED 297 085 AA 001 180 rces in Education (RIE). Volume 24, Num-

ducational Resources Information Center (ED), Washington, DC; ORI, Inc., Bethesda, Md. In-formation Systems Div.

Washington, D.C.; ORI, Inc., Bethesda, Md. Information Systems Div.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.
Pub Date—Jan 89
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C 20402. On annual subscription, \$66.00 (Domestic), \$82.50 (Foreign).
Pub Type— Reference Materials - Bibliographies (131) — Collected Works - Serials (022)
EDRS Price - MP03 Plus Postage, PC Not Available from EDRS.

able from EDRS.
Descriptors—\*Abstracts, Catalogs, Education,
\*Educational Resources, \*Indexes, Resource Ma-

\*Educational Resources, \*Indexes, Resource Materials
Identifiers—\*Resources in Education
Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contained in the sprinted journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the sprinted journal. The COM edition contained in the sizue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

### CE

CE 043 829

ED 297 086
CE 043 829
Hickman, M. Louise
Assessment of the Level of Economic Understanding of Stadents Earolled in Vocational Schools in
Region IX.
Morehead State Univ., Ky.
Spons Agency—Kentucky State Dept. of Educa-

tion, Frankfort. Office of Vocational Education.
Pub Date—30 Jun 85
Note—68p.
Pub Type— Reports - Research (143) — Tests/
Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Comparative Analysis, \*Economics,
 \*Educational Experience, Educational Research,
 \*Knowledge Level, Norm Referenced Tests, Secondary Education, \*Secondary School Students,
 Student Evaluation, Test Norms, Vocational Education, \*Vocational Schools
Identifiers—\*Kentucky, \*Test of Economic Literacy

Identifiers—\*Kentucky, "Test of Economic Literacy" was used to assess the economics knowledge of students enrolled in five Kentucky vocational high schools. The test was to determine if economics instruction should be instituted in vocational schools. Neither age group nor gender was found to be a significant factor in student achievement, but the number of relevant courses taken and the academic track followed by the student were found to affect performance. Only four of the 46 questions asked were answered correctly by more than 50% of the students. Although reading and reasoning skills may have contributed to this, a lack of economics knowledge is definitely indicated. The study recommends that a random sample of comprehensive high schools in Kentucky be tested; moreover, a review of the curricula should be conducted. Possible courses of action include: workshops in economics for inservice teachers; requiring preservice teachers to complete one course in economics; requiring a 6-week course in economics for all high school students. A sample test with a discussion, rationale, and percent answering incorrectly is appended. (YLB)

Standards for Adult and Juvenile Correctional Education Programs.
Correctional Education Association.
Pub Date—Mar 88
Note—21ts Course.

Correctional Education Association.

Pub Date—Mar 88

Note—21p.; Cover title varies slightly.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MFBL/PC01 Plus Postage.

Descriptors—Adult Basic Education, "Correctional

Education, High School Equivalency Programs,

Postsecondary Education, Program Implementation, "Program Improvement, "Standards, Vocational Education

This booklet contains standards developed with
input from correctional educators and field tested in

correctional education programs. The standards

cover four major areas: (1) administration (philosophy and goals, written policy and procedure, organizational chart, budget, accreditation, annual

meeting, student records, and program evaluation);
(2) staff (chief correctional education administrator,
local education leadership, personnel policies, preservice training, student/teacher ratio, comparable
pay, and business and industry involvement);
(3) students (student orientation, classification, educastudents (student orientation, classification, educational incentives, acreening/assessment, women's equity, individual program plans, evaluation, and licensing and credentialling); and (4) programs (comprehensive education programs, curriculum, equipment and facilities, instructional resource materials, vocational trade advisory committees, special education, education for segregated populations, and postsecondary programs). A program evaluation form and a form for suggested changes in standards are included in the guide. (KC)

ED 297 088 CE 050 468 Peyson, Doris F. Victims of AIDS: Family, Society, Cost and Out-

Victima of AIDS: Passily, Society, Cost and Curlook.

Pub Date—88
Note—21p.; Paper presented before the Marshall
University Graduate Class in Vocational Education (Huntington, WV, 1988).

Pub Type— Information Analyses (070) —
Speeches/Meeting Papers (150)
EDRS Price - MP01/POI Plass Postage.
Descriptors—"Acquired Immune Deficiency Syndrome, Adult Education, Community Attitudes, Community Education, Public Health, Social Attitudes, Social Discrimination
Acquired Immune Deficiency Syndrome (AIDS) has become an increasing problem throughout the nation. Experts predict that there will have been 270,000 cases, including 179,000 deaths, by 1991.

The disease has devastating psychosocial as well as hysical effects. Neither preventive medicine nor a cure is anywhere in sight. Everyone needs to be educated about AIDS to be solb to separate fact from myth and rumor. Massive education campaigns in gay communities correlate with significant drops in the rate of homosexual infection. Conversely, intravenous drug users have not been educated and are still considered the prime carriers of AIDS into the heteroescual world. Laws are needed to prevent discrimination against people with AIDS. As the costs of treating AIDS increase, much of the money will have to come from the government. Less money will then be available for education and social services. While AIDS after the life of the patient, the caregiver's life also changes. Much is being done to develop vaccines, develop prophylactic and therapeutic drugs, modify the environment, and modify behavior for the prevention of AIDS. AIDS continues to have an enormous impact on educational practices, health care,

niness, and social institutions. (YLB)

ED 297 089

CE 050 520

ED 27 089 CE 050 520
Blay, Avril And Others
Each Ose Strengthens Each Ose...The Experience
of Same Adult Students in Baule Education
Groups.
Broadcasting Support Services, London (England).
National Federation of Voluntary Literacy
Schemes, London (England).
Report No...-ISBN-0-908965-29-2
Pub Dats—Oct 86
Note—34p.
Available from—Broadcasting Support Services,
252 Western Avenue, London W3 6XJ, England
(2.00 pounds, including postage).
Pub Type—Reports - Descriptive (141)
EDRS Price - MP91/POL2 Plus Postage.
Descriptors—"Adult Basic Education, "Adult Students, "Group Dynamics, "Literacy Education,
Program Development, "Student Centered Curriculum, Student Evaluation, "Student Participation, Teacher Student Relationship, Volunteers
This booklet is intended to assist persons interested in forming a student-centered adult basic education study group. The first section provides an
overview of the skills taught in basic education programs. A section on approaches and attitudes emphasizes the importance of the following concept
to basic education groups: allowing students to direct learning, respecting students' experiences, creating the right atmosphere, working as a group, and
deciding what to work on. The third section discusses the difficulties of measuring progress in basic
education groups and describes the following concept
to-day records, regular structured evaluations,
individual student files, informal group discussions,
and individual discussions. The final section presents students' convments about their attitudes toward the program and accomplishments in the
Collowing areas: skills, new words, dictionary work,
writing, history, health, discussion, and confidence.

(MN)

CE 050 559

ED 297 090 CE 050 55 Weber, Junes M. And Others The Dynamics of Secondary Vocational Class-

rooms.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.
Pub Date—88
Grant—G000620030
Note—519p; For the related machine-readable data file described by this document, see CE 050 440.

Note—519p.; For the related machine-readable data file described by this document, see CE 050 640.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Pries - MT02/PC31 Plus Postage.
Descriptors—Adult Vocational Education, Articulation (Education), "Basic Skills, Clasaroom Observation Techniques, "Clasaroom Techniques, Competency Based Education, Conventional Instruction, Counseling Services, Databases, Grauntion Requirements, High Schools, National Surveys, Outcomes of Education, Postsecondary Education, "Program Content, Regional Schools, School Business Relationship, "Secondary School Curriculum, Student Characteristics, Teacher Characteristics, Teaching Methods, "Vocational Education, Vocational Schools In 1986, the National Center for Research in Vocational Education, Vocational Education project, Understanding the Dynamics of Secondary Vocational Clasarooms—A Prerequisite to Improvement. The study's primary purpose was to collect national data on the instructional content and processes of occupational education programs at the high school level. The resultant national database includes observations of 893 classrooms in 120 high schools that were selected by using a stratified random sampling procedure. It was concluded that although vocational classrooms offer frequent and varied opportunities for reinforcing and enhancing students' basic skills, far too many of these opportunities are lost. Generally, when basic skills are part of the instruction occurring in vocational classrooms in comprehensive, area vocational, and vocational specialty schools. Neither were any significant differences were found in vocational classrooms in comprehensive, area vocational, and vocational specialty schools. Neither were any significant differences

found between the instructional materials and activities used by degreed and nondegreed vocational teachers. (Over half of this report consists of detailed discussions of responses to each of the study's 26 questions. The survey instruments and record layouts for the three project data files-schools, teachers, and classrooms-are appended.) (MN)

LED 297 091

Literacy Program. National Issues Forums Special Report.

National Issues Foruma, Dayton, OH.

Spons Agency—Charles F. Kettering Foundation
Dayton, Ohio.; John D. and Catherine
MacArthur Foundation, Chicago, IL.

Dayton, Ohio.; John D. and Catherine T. MacArthur Foundation, Chicago, IL. Pub Date—88
Note—98
Note—98
Note—98
Note—99.
Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Pestage.
Descriptors—"Adult Basic Education, "Program Development, "Program Effectiveness, "Public Policy Identifiers—"National Issues Forum
In the spring of 1988, 33 representatives from 20 institutions or organizations sponsoring National issues Forum (NIF) literacy programs attended a national conference in Washington, D.C. Throughout the conference, representatives from the organizations sponsoring NIF literacy programs made statements on the importance of NIF as a tool for learning basic akills and as a means of giving citizens who would otherwise be left out the nation's public policy debate a chr ace to take part in it. Updates were presented on NIF literacy programs for English-as-a-second-language, adult basic education, and General Educational Development program students on three topics: "Freedom of Speech: Where To Draw the Line," "The Superpowers: Nuclear Wespons and National Security," and "The Trade Gap; Regaining the Competitive Edge." (This document includes brief reports on the NIF forums held in the following locations: Brooklyn, New York; Port Washington, New York; Mound, Minnesota; Mt. Vernon, Georgia; Los Lunas, New Mexico; South San Francisco, California; Anoka County, Minnesota; and Shakopee, Minnesota. (MN)

Klevans, Deborah R.
Developing a Needs Assessment Plan in Continuing Professional Education.
Pennsylvania State Univ., University Park. Office of Continuing Professional Education.
Pub Date—Apr 87
Note—860.

Pennsylvania State Univ., University Park. Office of Continuing Professional Education.

Pub Date—Apr 87.

Note—86p.

Available from—Commonwealth Educational System Stores, 9 J. Orvis Keller Bidg., Pennsylvania State University, University Park, PA 16802 (37.00 including postage and handling).

Pub Type—Guides - Non-Classroom (055)

EDBS Price - MPDI-PC04 Plus Postage.

Descriptors—Data Collection, "Educational Planning, Guidelines, Higher Education, Literature Reviews, "Needs Assessment, "Professional Continuing Education, "Program Development, "Self Evaluation (Groups)

This document provides an overview of the needs assessment literature related to continuing professional education and guidelines for designing needs assessment procedures for a given project or professional group. Section 1 reviews the literature. It considers key concepts and definitions, reviews factors that may influence the development of a particular reviews general methodological and procedural issues that should be weighed in designing a needs assessment process, and discusses arguments for focusing on performance outcomes. Section 2 reviews general methodological and procedural issues that should be weighed in designing a needs assessment Arvong them are levels of assessment appropriate for long- and short-range planning, factors to consider in choosing specific needs assessment plans in struments, and procedures useful in determining priorities among needs. Section 3 highlights key points and recommends directions they suggest for designing needs assessment procedures and directions for future research and development. The appendix is designed as a reference guide for needs assessment procedures and directions for future research and development. The appendix is designed as a reference guide for needs assessment procedures are summarized in several ways. First, procedures are summarized

tinuing professional education and a bibliography of 46 references. (YLB)

ED 297 093 CE 050 570

onal Education Delivery Sys-

Pennsylvania State Univ., University Park. Office of Continuing Professional Education. Pub Date—Apr 87

Continuing Professional Education.

Pub Date—Apr 87

Note—469.

Available from—Commonwealth Educational System Stores, 9 J. Orvis Keller Bidg., Pennsylvania State University, University Park, PA 16802 (\$5.00 including postage and handling).

Pub Type—Information Analyses (070)

EDRS Price - MFDI/PC02 Plas Postage.

Descriptors—Adult Education, Audiovisual Aids, Closed Circuit Television, Computer Uses in Education, Correspondence Study, "Delivery Systems, Distance Education, "Educational Television, Independent Study, Individualized Instruction, Information Dissemination, Instructional Effectiveness, Lecture Method, "Multimedia Instruction, Postsecondary Education," Professional Continuing Education, Scholarly Journals, Telephone Instruction, Videodisks, Videotage Cassettes

This investigation of delivery systems for continuing professional education provides an overview of current operational delivery systems for continuing professional education, drawing on experience as found in the literature. Learning theories and conclusions are woven into the descriptive text. Delivery systems profiled in the paper include the following: distance, self-directed learning, lecture, correspondence, professional journal, audiotape, telephone, computer, and television (saiellite transmission, cable television, closed circuit television, microwave transmission, videotape, and videodisc). A chart comparing the advantages of each type of delivery system is included in the report. Forty-one references are listed. (KC)

CE 050 571

ED 297 094

CE 050 571

Queeney, Donna S. Shuman, Susan B.

Professional and Occupational Practice Requirements. A Continuing Professional Education Series. Fourth Edition.

Pennsylvania State Univ., University Park. Office of Continuing Professional Education.

Pennsylvania State Univ., University Park. Office of Continuing Professional Education.

Pub Date—Jan 88

Note—331p.; For the third edition, see ED 253 656.

Available from—Commonwealth Educational System Stores, 9 J. Orvis Keller Bidg., Pennsylvania State University. University Park. PA 16802 (315.00 including postage and handling).

Pub Type—Reference Materials—Directories/Catalogs (132)

EDRS Price—MP01/PC14 Plus Postage.

Descriptors—Adult Education, Career Education, "Certification, "Educational Needs, "Employment Qualifications, "Occupational Information," Professional Continuing Education, "Professional Identifiers—"Pennsylvania

This document provides a comprehensive, upto-date compilation of data regarding professional and occupational practice requirements in Pennsylvania, focusing on the role of continuing professional education in the various credentialing processes. The material is designed as a resource for those serving Pennsylvania's practitioners through the provision of initial professional education, regulation, and continuing education, it first describes the provision of initial professional education, regulation, and continuing education. It first describes the process of continuous updating and discusses state and national trends regarding regulatory practices. Summaries foliow of 69 professions and occupations. They outline the requirements for individuals wishing to obtain mandatory or voluntary credentials and provide background information on the development of the profession or occupation and material on current trends within the field. A section on the climate for continuing education in each summary gives continuing education in one of each summary provide the names, addresses, and telephone numbers of resource people avail

CE 050 572 ED 297 095

ED 297 095

Thiel. Kathleen K.
Opinious of Ohio Public School Superintendents about Issues in Adult Education in Relation to Selected Personal and Programmatic Variables.
Executive Summary.
Spons Agency—Buckeye Association of School Administrators, Westerville, OH.
Pub Date—25 Jan 88
Note—5p.; Also sponsored by the Ohio Association for Adult and Continuing Education.
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Administrator Attitudes, Adult Basic Education, "Adult Education, "Educational Finance, "Educational Benefits, Educational Finance, "Educational Benefits, Educational Finance, "Educational Philosophy, High School Equivalency Programs, Postsecondary Education, "School Role, "Superintendents
Identifiers—"Ohio
A study was conducted to assess the opinions of Ohio public school superintendents about the issues of (1) the mission of public school regarding adult education; (2) the nature of adult education funding; and (3) the benefits accured to the local school district as a result of adult education programs. A survey form was developed and mailed to 697 superintendents in Ohio during the 1986-87 academic year; responses were received from 606 superintendents (87 percent). Analysis of the data collected showed that (1) superintendents were ambivalent regarding the mission of public school adult education that does exist often tempered by concerns for funding; (2) superintendents were ambivalent regarding the mission of public school adult education that does exist often tempered by concerns for funding; as providers of adult education, with the philosophical support for public school adult education that does exist often tempered by concerns for funding; as providers of adult education, with the philosophical support for public school adult education that does exist often tempered by concerns for funding; as providers of adult education, with the philosophical support for public school adult education and superintendents in serving as providers of adult education and i

CE 050 573
A Handbook for Vocational Advisory Committees.
Revised. Voc. Ed. #170.
Idaho State Dept. of Education, Boise. Div. of Vocational Education.
Pub Date—Jun 88
Note—31n

cational Education.
Pub Date—Jun 88
Note—339.
Pub Type— Guides - Non-Classroom (055)
EDRS Prices - MP01/PCt2 Plus Postage.
Descriptors—Advisory Committees, Educational Policy, Guidelines, Models, Program Development, Program Implementation, Secondary Education, Statewide Planning, "Vocational Education
Identifiers—"Idaho
This technical assistance handbook is designed to serve local educators, vocational education administrators, and advisory committee members as a guide and an initial source of information in the establishment and maintenance of local advisory committees. The handbook highlights the policies and procedures of the Idaho State Division of Vocational Education and provides suggestions for organization and operation of advisory committees; the second section spells out vocational education policy. General policies and procedures are outlined in the third section, which covers the following processes for advisory committees; the second section spells out vocational education policy. General policies and procedures are outlined in the third section, which covers the following processes for advisory committees; cryagnization, functions, membership, organization for the establishment of a vocational advisory committee, suggested operating policies, and samples of the following: letter of request to serve, letter of appointment, news release from school board, news release from advisory committees, certificate of membership, and certificate of appreciation. (KC)

ED 297 097 CE 050 574

Smith, Janet
Gender Equality, Strategies from the Second Transition Programme. Working Document. Transition of Young People from Education to Adult and Working Life.
IFAPLAN, Brussels (Belgium). Programme Information Office.

Spons Agency—Commission of the European Communities, Brussels (Belgium).

Report No.—06WD881.

Pub Date—Feb 88

Note—57p; For related documents, see ED 296

066-067 and ED 296 074-080.

Pub Date—Feb 88
Note—57p; For related documents, see ED 296
066-067 and ED 296 074-080.
Pub Type—Reports - Research (143)
EDRS Price - MFDI/PC33 Plus Postage.
Descriptors—\*Career Choice, \*Career Counseling, \*Education Work Relationship, \*Equal Education, \*Females, Foreign Countries, Nontraditional Occupations, Postsecondary Education, Secondary Education, \*Sex Fairness, Vocational Education, Womens Education
This report focuses on the particular problems faced by girls and young women during the transition from school to adult and working life. It begins with a brief description of what these special problems are Chapters 2-5 analyze different responses by pilot projects in Europe to these problems. Because their actions were normally an integral part of their broader response to social/economic changes or new demands, the projects are arranged here according to the broad fields of activity in which their gender equality action was located. Chapter 2 addresses forging closer links between schools and the economic world, including the development and implementation of more varied forms of work experience, use of the world of work as a learning resource, and initiatives to foster a more proactive and "enterpreneurial" spirit among young people and in the schools. Chapter 3 looks at projects' action to meet new needs in the field of guidance and counseling. Chapter 4 discusses action designed to combat failure and provide fairer opportunities to lower-attaining and disadvantaged young people with the new tasks and new roles they have to fulfil. Chapter 6 sets out the conclusions drawn from this experience for the further development of gender equality policies and action in education and training. Appendices include a list of pilot projects and brief descriptions of some innovative programs. (YLB)

ED 297 098 CE 050 575
Licensed Occupations of Oklaboma. Oklaboma State Dept. of Vocational and Technical Education, Stillwater. Oklaboma State Occupational Information Coordinating Committee.
Pub Date—Jun 88

te—113p. Type— Reference Materials - Directories/Cat-

ruo Date—Jun 88
Note—113p.
Pub Type—Reference Materials - Directories/Cataloga (132)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Career Education, "Certification, "Employment Qualifications, Licensing Examinations (Professions), "Occupational Information, "Occupations, Standards, State Licensing Boards, Vocational Education
Identifiers—Oklahoma
This reference handbook is designed to provide students, clients, counselors, and other interested persons with information about the occupations that require licensing and certification in the state of Oklahoma. Information is presented on 103 occupations. Each licensed and certified listing includes a busic job description, licensing requirements, information concerning examination, fees, education/training requirements, the name and address of the licensing agency, address and telephone number of Occupational Titles" code numbers, and the "Standard Occupational Classification" code numbers. (YLB) (YLB)

ED 297 099 CE 050 577

CE 050 57
Johnson, Calvin
Adult Learners: Needs, Problems, Disabilities,
Development and Solutions, Bibliographical Review 1978-1987.
Arkanasa Univ., Little Rock.

view 1976-1987. Arkansas Univ., Little Rock. Pub Date—87 Note—46p. Pub Type— Reference Materials - Bibliographies

(131)
EDRS Price - MF01/PC02 Plus Postaga.
Descriptors—Adult Basic Education, Adult Development, \*Adult Education, \*Adult Learning, Adult Etterney, Adult Programs, \*Adult Students, Annotated Bibliographies, Educational Policy, \*Educational Research, High School Equivalency Programs, \*Learning Disabilities, Postsecondary Education, Research Utilization
This report provides an abstracted review of 75 available sources on the subject of adult learning

problems, disabilities, development, and solutions in adult education. Documents from many levels of education are included; most of the works cited are unpublished reports, papers, and dissertations. Entries are arranged in chronological order beginning with the most recent work and extending back to 1978. (The exception to this order is the separate listing of unsigned works that is the final section of this review.) Each entry includes an ERIC (Educational Resources Information Center) Document Reproduction Service number. (KC)

ED 297 100 CE 050 57
Johnson, Calvin
An Annalysis of Teacher Education Needs as Perceived by Arkansas Adult Educators.
Arkansas Univ., Little Rock.
Pub Date—87

Pub Date—37
Note—579.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Adult Education, \*Adult Educators
\*Faculty Development, \*Needs Assessment
State Surveys, Teacher Attitudes, Teacher Characteristics, \*Teacher Education, \*Teacher Partici-

acteristics, Teacher Education, Teacher Participation
A study obtained information on educational needs of Arkansas adult educators. It also provided data for planning teacher education programs based on the needs of inservice adult educators. Surveys were mailed to 200 randomly selected members of the Arkansas Association for Public, Continuing and Adult Education; 137 (66 percent) responded. The research identified the characteristics of adult educators relative to sex, race, age, and employment status. Findings indicated that primary reasons for participating in staff development activities (with the most frequent response first) were professional knowledge and receiving credit hours for certification. Respondents generally indicated a preference for taking courses offered off campus and an interest in independent study courses and courses offered by correspondence. They also expressed high concern for workshop courses and operference for nontradional courses and offerings. Thirty-five percent had participated in course work during the past 12 months. Fifty percent of the respondents indicated that they had applied for and received certification and additional information regarding certification. Respondents indicated a strong interest in indose training and courses that addressed specificakills. They expressed interest in taking workshops and seminars and attending conferences for university credit. (The instrument is aspended.) (YLB)

ED 297 101 CE 050 581

ED 297 101

ED 297 101

CE 050 581

Arvidson. Lars

Pedagogical Ideas in Popular Adult Education.

Pub Date—Jul 86

Note—6p.; Paper presented at the International Conference on the History of Adult Education (1st, Oxford, Bagland, July 14-17, 1986).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF0L/PC01 Plus Postage.

Descriptors—\*Adult Education, Cultural Context, \*\*Educational History, \*\*Educational Methods, Educational History, \*\*Educational Methods, Educational Trends, Foreign Countries Identifiers—\*Study Circles, \*Sweden

Swedish adult education has increased significantly during the last century. A great part of this increase has evolved from work within the workers' movement and the free church movement. Three different time periods are of interest: 1910-14, 1930-39, and 1970-79. During the two earlier periods, popular education constituted an instrumental view of knowledge existed, in which knowledge was seen as a means to reach the decided goals of the movement. Popular education retained a strong connection with the workers' movement in the 1970s, but the connection with the free church movement weakened. From the beginning, the movement weakened From the beginning, the movement weakened From the beginning, the movement weakened From the beginning, the from dominated during the 1970s—the so-called general study circles. Changes occurred during these periods in regard to the background of the participants. During the first two periods, popular educationis study circles. Appeared to the participants. During the first two periods, popular educationis to the participants and proposed to the participants. During the first two periods, popular educationis movements and proposed to the participants. During the first two periods, popular educationis movements and proposed to the participants. During the first two periods, popular education study circles appeared.

study circle continues to exist as an educational method, but its characteristics have changed consid-erably. (YLB)

ED 297 102 CE 050 585

ED 297 102

Legg. Derek
The Place of the History of Adult Education in the
Study of Adult Education and in the Training of
Adult Educators.
Pub Date—Jul 86
Note—17p.; Paper presented at the International
Conference on the History of Adult Education
(1st, Oxford, England, July 14-17, 1986).
Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070)
EDRS Frie - MF01/FO01 Plus Pestage.
Descriptors—\*Adult Education, \*Adult Educators,
College Programs, \*Educational History, \*Educational Needs, Foreign Countries, Higher Education, \*Program Improvement, \*Teacher

tion, "Program Improvement, Teacher Education Identifiers—Great Britain
The main argument for the inclusion of the history of sdult education in the study of adult education and in the training of adult educators is that it can insulate the provide inspiration for some adult educators and insight and understanding for most. Although study of the history of adult education does not provide a detailed guide or formulas for success, it has great educational value in the development of wisdom, attitudes, and perspective. Therefore, a strong case for its inclusion in the training of adult educators can be made. However, it is not at present a major provision in Britain. The main obstacles to teaching the history of adult education are a lack of general historical knowledge among trainees, a shortage of teachers competent in the subject, and a lack of deequate time available for history in training courses at any level. (Some examples of problems and methods in teaching adult educational history are provided.) (KC) are provided.) (KC)

ED 297 103 CE 050 586

Long, Husy B. History: Its Place in the Study of Adult Education. Pub Date—Jul 86

Pub Date—Jul 86
Note—19p.; Paper presented at the International
Conference on the History of Adult Education
(Oxford, England, July 14-17, 1986).
Pub Type—Specches/Meeting Papers (150) — Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Adult Education, \*Adult Educators,
\*Educational Benefits, \*Educational History, Educational Trends

"Educational Benefits, "Educational History, Educational Trends
Historical knowledge is valuable to the adult education, student, practitioner, or researcher in three different ways. There is a roganitive dimension to its value. There is a pragmatic reason for knowing history. There is a cognitive dimension to its value. There is a pragmatic reason for knowing history. A philosophical justification is that knowledge of history contributes to one's liberal education, that is, the education of a free citizenton, that is, the education of the contemporary adult education concerns and learning about the way understanding is developed. History has pragmatic value in helping the historically informed benefit from the broader buman experience and understand trends. (YLB)

CE 050 590

ED 297 104

Pittman, Von V., Jr.

Plossering Instructional Radio in the U.S.: Five Years of Frustration at the University of Iowa, 1925-1930.

Pub Date—Jul 86

Note—13p.: Paper presented at the International Conference on the History of Adult Education (1st, Oxford, England, July 14-17, 1986).

Pub Type—Speeches/Meeting Papers (150) — Historical Materials (060)

EDRS Prics - MF01/PCB1 Plus Postage.

Descriptors—"College Programs, Continuing Education, "Correspondence Study, "Credit Courses, "Distance Education, "Educational Radio, Post-secondary Education, "Educational Radio, Post-secondary Education, Programing (Broadcast), Telecommunications

Identifiers—"University of Iowa Continuing education professionals have long been interested in telecommunications media because of their potential value in extending instruction to distant students. The first mass medium to offer a timely means of distance instruction was open-broadcast radio. During the 1920s and 1930s, 13 United States colleges offered credit courses over the airwaves. Yet radio did not live up to its seem-

ingly great potential; by 1940, instructional college programs had vanished. The State University of lowa (currently the University of lowa) offered perhaps the best university program of that area. Research into the program at Iowa shows that it started with great enthusiasm and eventually enrolled almost 100 students from many distant points in combined radio-correspondence courses. However, as time went on, the technical limitations of radio, the lack of well-defined target populations, and the failure to create an adequate faculty reward system eventually spelled the doom of the system. Thus, as has been the case with other technical advances in education, the potential of radio was oversold, badly education, the potential of radio was oversold, badly marketed, and eventually unrealized. (KC)

ED 297 105 CE 050 592 Rose, Karl Heinz Korthause, Werner Berlin's Adult Education Centres (Volkshoch-schulen) from 1945 to 1960. Pub Date—9 Jul 86

Pub Date—9 Jul 86
Note—7p.; Papers presented at the International
Conference on the History of Adult Education
(Oxford, England, July 14-17, 1986).
Pub Type— Speeches/Meeting Papers (150) —
Historical Materials (060)
EDRS Price - MPDL/PCOI Plus Postage.
Descriptors—\*Adult Education, Adult Programs,
Developed Nations, "Educational History, Poreign Countries, International Cooperation
Identifiers—"West Germany
Two lectures on the development of Berlin's adult

Two lectures on the development of Berlin's adult ducation centers after World War II are included. Two lectures on the development of Berlin's adult education centers after World War II are included. The lecture by Werner Korthasae begins by describing the situation prior to 1920, when Berlin was divided into independent districts, each with its own administrative authorities. It then describes the restablishment of the local adult education centers in all the districts in 1945 and the diversity of offerings and student numbers. The lecture concludes with a description of the detrimental effects of the Soviet blockade during 1948-1949. The lecture by Karl Heinz Rose begins by briefly describing the development of Berlin's adult education centers after they were re-establishmed during the summer of 1945. It then discusses the disintegration of the programmatic structure of adult education in Berlin due to the political division of the city, the "Study Group on Workers' Education" founded by the United States military government, the contribution of the Education Branch of the British military government to the easing of the difficult start of Berlin's district adult education centers, and exchange programs with the United States and Great Britain. International cooperation is also highlighted. The paper concludes by focusing on the decline in importance accorded to Berlin's adult education centers and the emphasis on liberal arts programs in the centers. (VLB)

CE 050 594

Shimada, Shuichi
Present Issues and Interests on the Study of the
History of Adult Education in Japan.
Pub Date—Jul 86
Note—11p.; Paper present

History of Aslait Education in Japan.

Pub Date—Jul 86

Note—11p; Paper presented at the International Conference on the History of Adult Education (1st, Oxford, England, July 14-17, 1986).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Pastage.

Descriptors—Adult Basic Education, "Definitions, Developed Nations, "Educational History, "Educational Philosophy, Educational Philosophy, Education, Public Policy Identifiers—"Japan Issues being discussed at present among historians of adult education in Japan include the following: (1) the concept of adult education the demandaried up to the present and should be in the future. Scholars debate the concept of adult education, trying to determine a definition and parameters. Some think that the term "adult education" should be used, whereas others prefer "social education" and/or "self-directed learning." In terms of historical periods of adult education in Japan, some historians group it from the point of view of the development from the point of view of political and economic from the point of view of political and economic

policies of the central government, still others from the point of view of the development process of people's self-consciousness of their right to educa-tion, and a fourth group, from the point of view of the development process of adult education activi-ties as a whole, both official and nonofficial. The before and after World War I and II also serve as demarcation points for some historians. Fi-nally, historians discuss whether adult education has been mainly self-organized or directed by the government, with many believing that self-directed learning is to be preferred, with the government providing support but not regulation. (KC)

CE 050 59
Stubblefield, Harold W.
The Status of Adult Education Historical Research
in the United States.
Pub Date—Jul 86
Notes—8 CE 050 595

Pub Date—Jul 86

Note—8p.; Paper presented at the International Conference on the History of Adult Education (1st, Oxford, England, July 14-17, 1980).—Information Analyses (070)
EDRS Price - MP01/PO1 Plus Postage.
Descriptors—Adult Basic Education, "Adult Education, "Adult Education, "Adult Education, "Educational History, Educational Philosophy, "Educational Research, "Educational Trends, High School Equivalency Programs, Postsecondary Education, Research Methodology

Philosophy, "Educational Research, "Educational Trenda, High School Equivalency Programs, Postsecondary Education, Research Methodology
Early studies of adult education in the United States included James Truslow Adams' book, "Frontiers of American Cultrure: A Study of Adult Education in a Democracy" (1944), an unconvincing attempt to classify adult education instructions and programs and to establish the relation of democracy to adult education; C. Hartley Grattan's "In Quest of Knowledge" (1955), a defense of liberal education; and Malcolm Knowles' dissertation. "The Adult Education Movement in the United States" (1962), an attempt to rationalize, classify, and relate the parts of adult education. In 1976, a new interest in the history of adult education was signaled by a special bicentennial issue of "Adult Education," and interest in historical educational research was sparked by several preconferences and an occasional newletter. Although the published output is small, three emphases were taken in later research. The first is an attempt to understand the heritage of the field, especially, the writers and theorists of adult education such as Eduard C. Lindeman. (An example is Moreland and Goldenstein's book, "Pioneers in Adult Education.") A second emphasis has been to analyze the ideology that underlies the work of adult educators (Robert Carlson, "The Quest for Conformity: Americanization through Education"). Social and cultural historians have studied adult education as related to the diffusion of knowledge, cultural intervention by the dominant class, and role or status changes by a subjugated group (Appalachian education, the women's movement). (KC)

ED 297 108 CE 050 596 s in the History of Adult Educa-

Uddman, Raiph [Report on Studies in tion in Sweden]. Pub Date—1 Jul 86

Pub Date—I Jul 86

Note—15p.; Paper presented at the International
Conference on the History of Adult Education
(Oxford, England, July 14-17, 1986).
Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PO1 Plus Pestage.
Descriptors—Adult Education, 'Archives, Developed Nations, 'Educational History, Foreign
Countries, Local History, 'Oral History
Identifiers—Sweden
In 1966, a campaign called "Operation Popular

Identifiers—"Sweden
In 1966, a campaign called "Operation Popular
Education Memory" (Operation Folkbildningsminnen) was begun in Sweden. Its aim was to save old
material and oral memories. The operation developed into nationwide cooperation among popular
educational associations, universities, archives, and
libraries. It continued under the management of the
National Federation for Adult Educational Associations with additions to its original aim-to give continuous documentation on adult education, to
arrange courses in the field of adult education history, and to train research workers. Six handbooks ory, and to train research workers. Six handbooks in these themes and on how to build up the archives

in the adult educational associations were produced. Courses for training teachers, study circle leaders, and researchers were arranged on management of archives, guidelines for documentation, organization of archives, interviewing, and use of tape recorders. (Two enclosures are provided. The first lists proposals for discussions in the History of Adult Education study group at the International Conference on Adult Education World Assembly. (Buenos Aires, 1985). The second enclosure is an eight-page report on studies in adult education history in Sweden in 1985. It describes conferences, a recent report that provides an account of historical arecent report that provides an account of historical developments in popular education for the mental ill, theses that have been devoted to popular education, and local history studies.) (YLB)

CE 050 598 ED 297 109

Woltmann, Ole-Jorgen
What Is It That the Historians of Adult Education
Are Writing about-What Has Interested the

Are Writing about-What Has Interested the People?
Pub Date—Jul 86
Note—17p.; Paper presented at the International Conference on the History of Adult Education (1st, Oxford, England, July 14-17, 1986).
Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Basic Education, \*Adult Education, Developed Nations, \*Educational Attitudes, \*Educational Meeds, \*Educational Philosophy, Foreign Countries, Futures (of Society), High School Equivalency Programs, Postsecondary Education ary Education Sentifiers—\*Norway

ary Education
Identifiers—"Norway
This paper discusses the following features as the most important in the development of adult education in Norway during the past 10-20 years: (1) a desire to obtain a more flexible understanding of when in a person's lifetime education can take place; (2) the acceptance of the adult's need for increased and more comprehensive education; (3) the demand for a more systematic follow-up of the adult's desire for education at a mature age; (4) the demand for equality between elementary education for children and youths, males and females, geographical locations, and more fairness toward the educationally disadvantaged, the handicapped, and other minority groups; and (5) the acceptance of the concept of "illiteracy" in the industrial countries. The paper concludes that adult education is still striving to attain full acceptance as an equal partner in a modern schooling system. Although an investment in roads and industry (and education of youths is usually viewed in this manner), only time will tell if adult education will be looked upon as a worth-while investment in Norway. (KC)

The Dropout Dilemma: Searching for Formulas
That Work.

Texas State Council on Vocational Education, Aus-

Pub Date-Jun 88

un.

Pub Date—Jun 88

Note—12p.
Pub Type— Opinion Papers (120)

EDRS Price - MPDL/PC01 Pius Postage.

Descriptors—Dropout Characteristics, "Dropout Prevention, "Dropout Programs, "Educational Needs, Educational Strategies, Elementary Secondary Education, High Risk Students, Position Papers, Program Content, "School Role, Statewide Planning, "Vocational Education Identifiers—"Texas

It is the position of the Texas Council on Vocational Education that students at high risk of dropping out of school need an instructional approach that is comprehensive, individualized, and caring, Vocational education provides an important learning alternative that can serve as a powerful component of dropout prevention and recovery programs. ing alternative that can serve as a powerful component of dropout prevention and recovery programs. In Texas, the cost of dropping out is estimated at \$17.12 billion in foregone income, lost tax revenue, unemployment insurance, adult training and education, and the increased cost of crime and welfare. Common elements of dropout prevention programs that work are parental involvement and support, strong administrators and teachers, a focus on the individual and on building self-estem, provision of an array of supportive services, and broad-based partnerships. Model methods that work include starting early, mentoring, intergenerational programs, year-round schooling, alternative programs, and schools-within-schools. For its part, vocational education can help prevent at-risk students from dropping out of school by making high-risk students aware of vocational education and recruiting them into vocational programs, providing extensive career exploration and job-specific skill training, and offering work-study activities. (MN)

ED 297 111 CE 050 602

CE U30 602
Information Processing Applications: Curriculum
Guidelines.
Washington Office of the State Superintendent of
Public Instruction, Olympia. Div. of Vocational-Technical and Adult Education Services.
Pub Date—Jul 87

Pub Date—Jul 87
Note—13p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Behavioral Objectives, Business Education, Curriculum Development, "Dictation, Equipment Utilization, "Information Processing, Learning Activities, Lesson Plans, "Office Automation, Office Machines, "Office Occupations Education, Secondary Education, Telecommunications, "Word Processing Identifiers—Washington
This grave is intended to serve as a resource for

Education, Secondary Education, Telecommunications, "Word Processing Identifiers—Washington
This gcuie is intended to serve as a resource for business education instructors who are teaching a course in information processing for the automated office. The following topics are covered; program goals, student learning objectives for production applications, an introduction to production applications, an introduction to production applications, a curriculum outline, student learning objectives and competencies for machine dictation and transcription, a curriculum outline for machine dictation and transcription, a curriculum outline for machine dictation and transcription, student learning objectives and competencies for word processing curriculum outline, and evaluation criteria. Appendixes that comprise three-quarters of the document include an information processing glossary, dictation learning activities and a grading scale, office productivity standards, sample proposals, selected lists of publications and resource materials, and discussions of professional leadership/development, applying technology in office automation and telecommunication, and integrating office automation concepts into business education classes. (MN)

ED 297 112

CE 050 603 ED 297 112

CE 050 603
Keybearding: Carriculum Guidelines.
Washington Office of the State Superintendent of
Public Instruction, Olympia. Div. of Vocational-Technical and Adult Education Services.
Pub Date—Jul 86
Notes—30.

al-Technical and Adum Desection
Pub Date—Jul 86
Note—35p.
Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - Mr201/PC02 Plus Postage.
Descriptors—Behavioral Objectives, "Business
Skills, Courseware, "Curriculum Development,
Data Processing Occupations, Evaluation Criteria, Instructional Material Evaluation, "Keyboarding (Data Entry), Learning Activities,
Lesson Plans, "Office Occupations Education, Statewide Planning, "Student Evaluation
Program Content, Secondary Education, Statewide Planning, "Student Evaluation
Identifiers—Washington
This guide is the product of a project to reassess
and update the data entry curriculum used in business and office occupations programs throughout
the State of Washington. It is intended to assist
teachers and administrators responsible for making
decisions affecting first-year keyboarding programs,
implementing secondary school keyboarding programs. The guide consists of student learning
objectives, keyboarding competencies, and curriculum outlines for level 1 and level 2 keyboarding
courses. Appendixes include two leadership examules, three technique evaluation examples, straight lum outlines for level 1 and level 2 keyboarding courses. Appendixes include two leadership exam-ples, three technique evaluation examples, straight copy and number copy grading scales, suggested grading areas and percentages for overall grading, a list of some available software resources, a computer keyboarding software evaluation form, two exam-ples of 10-key pad digit drills, and 10-key pad grad-ing scales. A glossary concludes the guide. (MN)

CE 050 606 Adult Education. Proven Exemplary Educational Programs and Practices: A Collection from the National Diffusion Network (NDN), Michigan State Board of Education, Lansing. Pub Date—Jun 86
Note—23p.; Reprinted with permission from the National Pub Pate—100 for the National Pub Pate—100 for the National Pub Pate—100 for the National Pub Pate Pub Pate—100 for the National Pub Pate Pu ED 297 113

ub Date—Jun 86 ote—23p.; Reprinted with permission from NDN's "Educational Programs That Work," 12th Edition; see ED 266 134.

Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Adult Education, "Adult Literacy,
"Adult Programs, Adult Reading Programs, Basic
Skills, Career Education, Competency Based Education, Daily Living Skills, Diagnostic Teaching,
Emotional Disturbances, Functional Literacy,
High School Equivalency Programs, Individualized Instruction, Language Arts, Learning Disabilities, "Literacy Education, Mathematics,
Migrant Education, Nontraditional Education,
Parent Education, Program Descriptions, Staff
Development, Tutoring, "Validated Programs,
Volunteers
Identifiers—"National Diffusion Network Programs
grams

Identifiers—"National Diffusion Network Programs
This booklet provides descriptions of 16 adult education programs that have been validated as successful by the Joint Dissemination Review Panel (JDRP), U.S. Department of Education and that are being promoted by the National Diffusion Network (NDN). Although the programs were developed by individual school districts in response to local needs, the programs are available for adoption by other districts. Introductory pages include an alphabetical table of contents and an index of programs by the category or categories for which the program has been validated. Categories are assessment system, basic akills, career education, college program, competency-based education, daily living skills, diagnostic teaching, emotional disturbances, functional literacy, high school equivalency, individualized instruction, language arts, learning disabilities, learning skills, mathematics, migrant education, nontraditional education, peraction, preschool education, prescriptive teaching, program administration, preading, remedial reading, rural schools, special education, staff development, summer programs, tutoring, and volunteers. In addition to providing a detailed description of the program and the name, address, and telephone number of a contact, a program entry may include this information: sudience, requirements, costs, and services. (YLB)

ED 297 114 CE 050 607

ED 297 114 CE 050 607

Hill. Raymond And Others

Plorida Vocational Program Geide for Electronics,
Industrial Electronics, Electronic Technology.

University of South Florida, Tampa. Dept. of Adult
and Vocational Education.

Spons Agency—Florida State Dept. of Education,
Tallahassec. Div. of Vocational, Adult, and Community Education.

Report No.—DVACE/10/86/375; IE-414-BK-86

Pub Date—Oct 86

Note—120c. For a related guide, see CE 050 608.

munity Education.

Report No.—DVACE/10/86/375; IE-414-BK-86
Pub Date—Oct 86

Note—120p.; For a related guide, see CE 050 608.
Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF91/PC05 Plus Postags.

Descriptors—Admission Criteria, Community Colleges, "Curriculum Development, Educational Facilities, "Electronics, Electronics Industry, Electronic Technicians, Evaluation Criteria, Facility Guidelines, Legal Responsibility, "Program Administration, Program Content, "Program Development, "Program Implementation, Resource Materials, Secondary Education, Student Evaluation, Student Organizations, Teacher Qualifications, "Proficial This guide is intended for local school district and community college administrators, instructors, and other advisory and coordinating groups charged with developing and offering courses in electronics, industrial electronics, and electronic technology. The following topics are covered: legal authority (program standards, planning, structure, development, review and evaluation, and advisory committees); program content (occupational descriptiona, program standards instructional approach, sample course outlines/lesson plans, and student organization participation); student admissions and teacher certification and qualifications); facilities (design criteria, suggested equipment and supplies, safety); and instructor resources (print and sudiovisual materials, professional organizations and supportive services). Appendixes include facilities diagrams, organizational charts for Vocational Industrial Clubs of America, and curriculum frameworks and student performance standards for electronics and electronic technology. (MN)

CE 050 608 Hill, Raymond And Others Florida Vocational Program Guide for Residential

a. Residential and Commercial Plumb

ing.
University of South Florida, Tampa. Dept. of Adult
and Vocational Education.
Spons Agency—Florida State Dept. of Education,
Taliahasse. Div. of Vocational, Adult, and Com-

Talianament Bducation.
sport No.—DVACE/10/86/200; IE-412-BK-86
ub Date—Oct 86

Pub Date—Oct 86
Note—109p.; For a related guide, see CE 050 607.
Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plan Postage.
Descriptors—Admission Criteria, Community Colleges, \*Curriculum Development, Educational Facilities, Braukation Criteria, Facility Guidelines, Legal Responsibility, \*Plumbing, \*Program Administration, Program Content, \*Program Development, \*Program Implementation, Resource Materials, Secondary Education, Student Evaluations, Student Organizations, Teacher Qualifications, \*Trade and Industrial Education, Two Year Colleges
Identifiers—\*Florida
This guide is intended for local school district and

tions, "Trade and Industrial Education, Two Year Colleges Identifiers—"Florida
This guide is intended for local achool district and community college administrators, instructors, and other advisory and coordinating groups charged with developing and offering courses in residential and commercial plumbing. The following topics are covered: legal authority (program standards, planning, structure, development, review and evaluation, and advisory committees); program content (occupational descriptions, program standards, isamstructional approach, ample course outlines (lessinarium) approach, ample course outlines (lessinarium) and teacher standards (admission criteria and teacher standards (admission criteria and teacher certification and qualifications); facilities (design criteria, suggested equipment and audiovisual materials, professional organizations); facilities (design criteria, suggested equipment and audiovisual materials, professional organizations); facilities (design criteria, suggested equipment and audiovisual materials, professional organizations). Industrial Clubs of America, and curriculum frameworks and student performance standards for residential and commercial plumbing. (MN)

CE 050 609 ED 297 116

dential and commercial plumbing. (MN)

ED 297 116

Rational Commission for Employment Policy
Elevanth Annual Report. Including Findings and
Recommendations on Goals for the Workplace
and Implications for Policy, Report No. 20.

National Commission for Employment Policy
(DOL), Washington, D.C.
Pub Date—Peb 87

Note—34p.
Pub Type—Reports - Descriptive (141)
EDRS Price - MP01/PCR2 Plus Postage.
Descriptors—Adults, Annual Reports, Career Education, Computers, \*Dislocated Workers, \*Employment Proplems, \*Employment Programs,
Federal Programs, Futures (of Society), \*Public-Policy, \*Technological Advancement, \*Unemployment, Youth Employment, Youth Programs
Identifiers—Job Training Partnership Act 1982.
This annual report covers the period July 1985
through June 1986, Program Year 1985. Part I presents findings and recommendations from Commission work on the impact of new technologies on jobs, the problems of displaced workers, and workers' increasing used for basic skills. Part II describes the major activities of the Commission in three major areas. First, discussion of its "Changes in the Workplace" work plan focuses on the Commission's completed investigation of the effects of computers on employment and publication of a policy statement and staff report. These other activities in this area are also discussed completion of research reports on the impact of computers on jobs and on the experiences of displaced workers and the adoption of a project on the employment effects of the internationalization of the Commission's congressionally mandated review of the Job Training Partnership Act is highlighted. Next, a series of hearings and site visits are described, which provided information about local areas' employment problems and successful strategies for dealing with them. Part III summarizes the Commission's comments on the reports of the National Education, and a listing of references for the findings and recommendations in the report. (YLE)

ED 297 117 CE 050 610 Builis, Lawrence Neil The More Things Change...A Study of the Status of

PY 85 JTPA Coordination and PY 84 JTPA Program Activities. Research Report Series.
National Commission for Employment Policy (DOL), Washington, D.C.
Report No.—NCEP-RR-87-25
Pub Date—Mar 87
Note—100p.
Pub Type— Reports - Research (143)
EDRS Price - MP01/PC04 Plus Postage.
Descriptors—"Agency Cooperation, Comparative Analysis, "Coordination, "Employment Programs, Employment Services, Federal Legislation, "Federal Programs, Job Training, Literature Reviews, Program Implementation, Youth Programs dentifiers—"Comprehensive Employment and Training Act, "Job Training Partnership Act 1982. A study documented and assessed changes in patterns of service delivery that followed the implementation of the Job Training Partnership Act of 1982 (JTPA). It focused specifically on the kinds of training activities and services that have been implemented and the degree to which they have been coordinated with related programs. Two complementary approaches were used: review of the JTPA implementation research literature and conduct of "panel studies." Data were collected from 45 prime sponsors during the last full year of the Comprehensive Employment and Training Act (CETA) and 45 JTPA service delivery areas (SDAs). Comparisons of activities funded under CETA and JTPA revealed that the typical prime sponsor/SDA spent fewer funds per client under JTPA, the typical SDA spent larger proportions of its funding on class-sized vocational skills training and on-the-job training under JTPA than under CETA, and there have not been appreciable changes in the kinds of training offered. The most striking study results in the area of coordination involved the absence of change in coordination that has followed the transition from CETA to JTPA. A number of important issues were raised: causes and results of reductions in participant costs, a decline in service to youth, absence of progress in implementing customized training courses, and lack of increases in coordination.

(YLB)

ED 297 118 CE 050 611 Arizona Labor Market Information (LMI) Direc-

Arizona State Dept. of Economic Security, Phoe-

Arizona
nix.
Pub Date—87
Note—22p.
Available from—Arizona Department of Economic
Security, Labor Market Publications-Site Code
733A, P.O. Box 6123, Phoenix, AZ 83003-6123
(Order No. PAL-158: 5.55; 100 copies: \$45.00).
Pub Type—Reference Materials - Directories/Cat7122)

Pub Type—Reference Materials - Directories/Cat7122)

Pub Type—Reference Materials - Directories/Cat7122

(Order No. PAL-158: 5.55; 100 copies: \$45.00). Pub Type-Reference Materials - Directories/Cataloga (132) EDRS Price - MP01/PC01 Plus Postage. Descriptors—\*Career Choice, Career Development, Career Education, Career Planning, Employment Programs, \*Employment Projections, Government Publications, \*Job Search Methods, \*Job Training, \*Labor Market, \*Occupational Information, Postsecondary Education, Secondary Education, Socioeconomic Influences, State Programs

grams
Identifiers—"Arizona
This directory lists an array of socioeconomic, employment and training, career decision-making, and job search information available through Arizona's Labor Market Information (LMI) program. Publications are first arranged by subject. Following the subject guide is a complete alphabetical listing of all publications, including their description and geographic coverage. A matrix in the center of the directory shows the depth to which the topic is treated by the publication. Also included is a section on additional sources of information available from the private and public sectors, with addresses and telephone numbers. The last section of this directory lists all publications available and their order numbers. (KC)

CE 050 613 ED 297 119 ED 29 119

CE 030 61.
Finding a New Job with Skills You Already Have.

A Do-It-Yourself Guide to Analyzing Your Skills and Using Them To Find a New Job or Start a New Career.

Arizona State Dept. of Economic Security, Phoe

Pub Date—86 Note—53p.; Document contains colored ink and

Available from—Arizona Department of Economic Security, Labor Market Publications-Site Code 733A, P.O. Box 6123, Phoenix, AZ 85005-6123 (Order No. P.A-221: \$1.80; 100 copies: \$150.00). Pub Type—Guides - Clasaroom - Learner (051) EDRS Price - MF01 Flus Postage, P.C Not Available from EDRS.

Descriptors—Adult Education, "Career Change, Career Education, Career Pianning, "Employment Interviews, Employment Potential, Employment Interviews, Employment Potential, Employment Qualifications, Guides, Job Applicants, "Job Search Methods, "Job Skills, Resumes (Personal), "Self Evaluation (Individuals)

This do-it-yourself handbook for the individual is changing from one company to another, from one field to another, or from one kind of employment situation to another, in most useful if the individual is changing from one company to another, from one field to another, or from one kind of employment situation to another, in one of the proposers who need his or her skills, and sell himself or herself to these employers. Chapter I contains exercises designed to teach the first three steps to get a new job; getting ready to find a new job, what limits the job seeker has put on his or her job search, and work he or she has done, regardless of conditions, pay, or what he or she thinks of it. Chapter II focuses on doing a skills analysis to find out what the job seeker has to offer employers. It covers these steps: working conditions he or she can handle or adapt to, working roles he or she can play, making a skills profile, and using a checklist of traditional skills. The three sections in Chapter III teach he job seeker where to get the information needed about jobs that are available, how to target and communicate effectively with employers. These about jobs that are available, how to target and contact employers, and how to use skills analysis to communicate effectively with employers. These steps are discussed; job search plan, how to network, tips on informational interviewing groupings, and planning the job interview-comparing skills and job requirements. (YLB)

ED 297 120 CE 050 617 Research Advances in Aging 1984-1986.
National Inst. on Aging (DHHS/NIH), Bethesda,

Report No.—NIH-87-2862 Pub Date—Mar 87

Report No.—NIH-87-2862
Pub Date—Mar 87
Note—489.
Pub Type—Reports - Research (143)
EDRS Price - MF0L/PC02 Plas Postage.
Descriptors—Adult Development, \*Adult Education, Adults, Agency Role, \*Aging (Individuals), \*Allied Health Occupations Education, \*Biomedicine, \*Educational Research, Individual Characteristics, \*Older Adults
Identifiers—National Institute on Aging
The National Institute on Aging (NIA) has, for the past several years, focused attention on a wide range of clinical problems associated with aging, including falls and gait disorders, bone fractures, urinary incontinence, and hypertension. Understanding the causes of and exploring possible treatments for Alzheimer's disease has been another of the institute's high-priority areas. Institute-sponsored research on the mechanisms of aging has focused on molecular genetics. Another important area in which the NIA has actively supported research is that of the ways in which psychological and social processes interact with physical processes in older age. The following are some highlights of recent NIA-supported research: transplanted brain cells enhance memory and reverse learning deficits in animals, increased calcium concentrations boost learning in aged rats, high blood pressure is linked to memory impairment, increased periods of chronic illness accompany longer lifespans, living alone does not lead to isolation for many older people, early retirement is influenced by type of occupation, older people hear better using touch, and human factors research offers practical approaches to everyday problems of older people. (MN)

CE 050 618 Interact. A Plan for Participation in Home & Family Life Programs. Revised. H.E. Bulletin No. 44. ED 297 121

No. 44.

Washington Office of the State Superintendent of Public Instruction, Olympia.

Pub Date—36

Note—259.

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MPDL/PCD1 Plus Pestage.

Descriptors—Advisory Committees, Communication Skills, "Community Involvement, "Cooperative Planning, "Pamily Life Education, "Home Economics, Leadership, "Parent Participation,

Parent Teacher Cooperation, Participative Decision Making, Program Development, Public Relations, Recruitment, Secondary Education, Student Participation, Teacher Role, Teamwork. This guide in intended to assist teachers and vocational administrators in getting parents, students, and members of the community at large to participate in the process of planning and developing a high-quality home and family life education program. The first section discusses the importance of teamwork among parents, students, school, and community and the role of the vocational home and family life teacher in facilitating such teamwork. The remaining sections deal with the following topics: advisory committees (key functions, membership, district support, management structure, member notebooks, school liaison and teacher roles, and general advisory councils); parent contact (home, worksite, school, and phone contacts and guidelines for parent contact letters); extended class learning (components, characteristics, and evaluation of extended class learning); leadership development (teachers as change agents, decision makers/problem solvers, and advisors); and community contact (purposes and benefits). Guidelines on how to be an effective communicator (discussing barriers to effective communicator (discussing barriers to effective communicator discussing barriers to effective communicator in schools and conditions for positive interactions between teacher and parent during home visits and parent contacts) are appended. (MN)

and parent during home visits and parent contacts) are appended. (MN)

ED 297 122

CE 050 619

The National Apprenticeship Program. Revised. Employment and Training Administration (DOL), Washington, DC. Bureau of Apprenticeship and Training. Pub Date—87

Note—23p.; Photographs will not reproduce well. Pub Type—Guides - Non-Classroom (055)

EDBS Price - MFBI/POII Plus Postage.

Descriptors—4 Apprenticeship, Federal Legislation, "Federal Programs, "Federal Regulation, Government Role, Job Training, Positaccondary Education, Program Implementation, Skilled Occupations, "State Programs Identifiers—"National Apprenticeship Program is the term used to describe the coalition of management, labor, and government that supports the apprenticeship program in the United States and the aggregate nationwide of such programs are operated by employers, employer associations, or jointly by management and labor on a voluntary basis. Government's role is to provide support services to these programs ponsors. This booklet describes the apprenticeship process and programs and lists resources for help in setting up or improving apprenticeship programs. Information contained in the booklet includes a description of apprenticeship, the work of the Bureau of Apprenticeship and Training, advantages of registered apprenticeship, definition and list of apprenticeship and Training and state offices of the Bureau of Apprenticeship and Training and state and territorial apprenticeship Act is included. (KC)

ED 297 123

ED 297 123

Weber, James M. Sechler, Judith A.
Vocational Education and the Retention of At-Risk
Youth.
Pub Date—88

Note—15p.
Pub Type— Information Analyses (070)

EDRS Price - MF91/PC01 Plus Pestage.
Descriptors—Cooperative Programs, Demonstration Programs, Dropout Characteristics, \*Dropout Programs, Demonstration Programs, Dropout Characteristics, \*Dropout Programs, \*Dropout Research, \*High Risk Students, High School Oraduates, \*Interdisciplinary Approach, Models, Program Effectiveness, School Holding Power, Secondary Education, \*Vocational Education Identifiers—High School and Beyond (NCES)
Research suggests that the high school dropout rate can be reduced through improved educational rogramming, especially in vocational education. Several studies have found that when students with similar backgrounds are compared, those who participate in vocational education are more likely to graduate. To determine why students drop out, Weber (1986) analyzed a sample of 2,000 dropouts and 3,000 graduates with similar characteristics from the High School and Beyond database. Besides RIE JAN 1989

supporting the positive relation between participation in vocational education and high school retention, the findings suggest that dropouts do not put much time into planning their high school programs, not do they participate in the mainstream of vocational programs. Further research revealed that successful dropout prevention programs have in common several factors of organization, staffing, and instruction. Some educators see joint efforts between academic and vocational teachers in teaching at-risk students as productive in dropout prevention. Exemplary programs reported include that of the Pioneer Joint Vocational School in Shelby, Ohio, and the "Principles of Technology" curriculum project of the Center for Occupational Research and Development and the Agency for Instructional Technology. The National Center for Research in Vocational Education has developed a support package of materials, "BASICS," to assist schools in bridging vocational and academic skills. The joint effort approach appears to hold much promise for assisting at-risk youth. Twenty-seven references are listed. (KC)

ED 297 124 CE 050 621

Learn, Richard L.
Incorporating Employability Skills into the Vocational Classroom.
Pub Date—Aug 88

tional Classroom.
Pub Date—Aug 88
Note—13p; Paper presented at the Pennsylvania Statewide Corrections Education Inservice (Camp Hill, PA, August 10-12, 1948).
Pub Type—Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)
EDRS Price - MPUI-PCUI Plus Postage.
Descriptors—Adult Vocational Education, Career Education, \*Correctional Education, \*Career Education, \*Correctional Education, \*Career Education, \*Correctional Education, \*Vocational Education, \*Work Attitudes
To be effective in teaching students employability akills, instructors in corrections education must teach the skills directly in vocational classrooms. The instructors should use a vocabulary system that focuses on specific behaviors and attitudes. They should also be aware that there can be stages of growth involved in acquiring appropriate employability skills. Awareness of this progression helps in incorporating employability akills into the classroom. The levels in a taxonomy of acquisition of appropriate work habits and attitudes are awareness, responsiveness according to that awareness, valuing, and characterization. If instructors follow this process, they can incorporate employability skills directly into the curriculum in the vocational classroom. Two main elements of effective implementation of the program are thorough orientation to these skills and regular feedback to the students on their growth related to them. (YLB)

ED 297 125 CE 050 622

ED 297 125

Calabrese, Anthony And Others
Floding Our Way from Here to There: A Parent's
Guide to Sex-Fair Vocational Carerer Planning,
Hawaii State Dept. of Education, Honolulu. Office
of the Director for Vocational Education.
Pub Date—57
Note—53p.
Pub Type— Guides - Non-Classroom (055)
EDBS Price - MF01/PC03 Plus Pestage.
Descriptors—\*Career Choice, Career Planning,
Community Colleges, \*Employment Opportunities, Equal Opportunities (Joba), \*Nontraditional
Occupations, Occupational Aspiration, \*Parent
Role, Postaecondary Education, \*Sex Fairness,
Sex Stereotypes, \*Vocational Education, Work
Attitudes
Identifiers—Hawaii
This booklet was designed and illustrated to familiarize parents with the many career opportunities
available through vocational education. The text
provides an overview with a special emphasis on
introducing career options without the limiting occupational sex stereotypes of the past. Topics covreed in the narrative include the following: parentsrole in career planning; what vocational education
offers; career opportunities; what parents can do to
help their children make the most of vocational opportunities; cost of sex bias in schools; schools and
colleges in Hawaii that provide training for various
occupations; and general admissions requirements
for postsecondary education. (KC)

ED 297 126 CE 050 623 tory of Skills and Attitudes Necessary for

a Career in Human Services/Calld Care.
Hawaii State Dept. of Education, Honolulu. Office of the Director for Vocational Education.
Pub Date—Sep 87
Note—14p.; Alternative Title: Human Services Knowledge, Skilla, and Attitudinal Inventory: Child Care Services. Produced by the Statewide Technical Committee on Human Services/Child Care. For related documents, see CE 050 624-625.

Care. For related documents, see CE 050 624-625.
Pub Type— Guides - Classroom - Teacher (052) EDRS Price - MF01/PC01 Piss Pestage.
Descriptors—\*Child Care Occupations, "Human Services, "Job Analysis, "Job Skills, Occupational Home Economics, "Occupational Information, Postaecondary Education, Secondary Education, Vocational Education, "Work Attitudes
This document is an inventory of skills identified as necessary by professionals in the human services field specializing in child care. It is intended as a mechanism whereby educators can compare that which they teach against what the human services industry feels is relevant. Introductory material discusses the process of the occupational analyses, one of which resulted in this document; method employed, limitations; interpretation of industry data; and a narrative summary of industry data. The inventory of knowledge, skills, and attitudes necessary for successful participation in the human services field follows. The items are generally divided into knowledge and skills (child care) and general attitudes. Listings of the items indicate weightings assigned by industry representatives; numbers of representatives and percentages are given. The various weightings are essential, important, desirable, and not necessary. The average or mean scores are also given. (YLB)

CE 050 624

mean scores are also given. (YLB)

ED 297 127

CE 050 624

Broadbent, William

An Inventory of Skills and Attitudes Necessary for a Career in Hassan Services/Adalst Care.

Hawaii State Dept. of Education, Honolulu. Office of the Director for Vocational Education.

Pub Date—Jan 88

Note—24p.; Produced by the Hawaii Statewide Committee on Human Services/Adult Care. For related documents, see CE 050 623-625.

Pub Type—Guides - Clasaroom - Teacher (052)

EDBS Price - MFDI/PCBI Pus Pastage.

Descriptors—"Human Services, "Job Analysis, "Occupational Information, Older Adults, Post-secondary Education, Secondary Education, Vocational Education, Secondary Education, Vocational Education, Secondary Education, Vocational Education, Secondary Education, Vocational Education of the human services field specializing in adult care. It is intended as a necessary by professionals in the human services field specializing in adult care. It is intended as a mechanism whereby educators can compare that which they teach against what the human services industry feels is relevant. Introductory material discusses the process of the occupational analyses, one of which resulted in this document; method employed, limitations; interpretation of industry data; and a narrative summary of representatives and percentages are given. The various weightings are essential, important, desirable, and not necessary. The average or mean scores are also given. (YLB)

ED 297 128

Broadbent, William
An Investory of Skills and Attitudes Necessary for a Career in Computer Programming.
Hawaii State Dept. of Education, Honolulu. Office of the Director for Vocational Education.
Pub Date—May 88
Note—20p.; Produced by the Hawaii Statewide Committee on Computer Programming. For related documents, see CE 050 623-624.
Pub Type—Guides - Clastroom - Teacher (052)
EDRS Price - MF01/PC01 Flus Postage.
Descriptors—"Data Processing Occupations, "Job Analysis, "Job Skills, "Occupational Information, Postsecondary Education, "Programming, Secondary Education, Vocational Education, "Work Attitudes

This document is an inventory of skills identified

as necessary by professionals and technicians in the computer industry who supervise computer programming. It is intended as a mechanism whereby educators can compare that which they teach against what industry feels is relevant. Introductory material discusses the process of the occupational analyses, one of which resulted in this document; method employeet; limitations; interpretation of industry data; and a narrative summary of industry data. The inventory of knowledge, skills, and attitudes necessary for successful participation in theiled of computer programing follows. The items are divided into knowledge and skills and general attitudes. Listings of the items indicate weightings are also given. The various weightings are essential, important, desirable, and not necessary. The average or mean scores are also given. (YLB)

CE 050 626 Droadbent, William
Occupational Training Provided by the Military-A
Visible Option.
Hawaii State Dept. of Education, Honolulu. Office
of the Director for Vocational Education.
Pub Date—88

Pub Date—88
Note—27p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MP01/PC02 Plus Postage.
Descriptors—Air Conditioning, "Allied Health Occupations Education, Criminology, Electricians, Electronic Technicians, Hesting, "Job Training, "Military Service, "Military Training, Occupational Therapy Assistants, Physical Therapy Aides, Physicians Assistants, Postsecondary Education, Programers, Small Engine Pechanics, Systems Analysts, Television Radio Repaires, Trade and Industrial Education, "Vocational Education, "Vocational Education"

Trade and Industrial Education, "Vocational Education
This booklet briefly describes the military option in the area of technical training that has ramifications for subsequent employment in the civilian sector. It is written primarily for teachers, counselors, and students involved in either teaching or taking industrial and technical subjects that have occupational implications. Information is provided on reasons for considering the military training option, other sources of information about military skills raining, and guidance and counseling. Specific information is presented on the Armed Services Vocational Aptitude Battery, the alternative training programs/pro-entry, and occupational training through the military system of instruction. The hooklet then briefly describes selected training programs have applications in the civilian sector. For each occupational title (training program), this information is provided branch of the services offering training, civilian opportunities available after separation, and immediate military opportunities. Representative titles are radio equipment repairers, power plant electricians, electrical products repairers, marine engine mechanics, heating and cocing mechanics, occupational therapy specialists, physical therapy specialists, computer programmers, corrections specialists, and court reporters. (YLB)

CE 050 (
uidelines for the Development, Implementation
and Operation of School Vocational Education
Councils. CE 050 627

and Operation of School Vocational Education Councils.

Hawaii State Dept. of Education, Honolulu. Office of the Director for Vocational Education. Pub Date—Sep 87 Note—Sep 8

appointment, checklist for preparation of council meetings, notice of council meetings, agendas, memorandum for the record, minutes of meetings, guidelines for meetings, certificate of appreciation, and press release. A brief section on program reviews-one of the most significant functions of an advisory council-includes a sample of a program review checklist. Recommendations for effective use of local vocational education advisory councils conclude the booklet. (YLB)

CE 050 628
Chang, Carol H. Shimomi, Cindy Ann M.
Teen Mothers in Hawail: An Exploratory Study of
Factors Leading to Education and Employment.
Hawaii Univ., Honolulu.
Spons Assarce.

Spons Agency—Hawaii State Board for Vocational Education, Honolulu, Hawaii State Dept. of Edu-cation, Honolulu. Office of the Director for Voca-tional Education.

tional Education.

Pub Date—88

Note—91p.; Cover title varies.

Pub Type— Reports - Research (143)

EDRS Price - MP01/PC04 Plus Postage.

Descriptors—Adolescents, Day Care, "Early Parenthood, "Educational Attainment, "Employment Level, Employment Evolbems, "Human Services, "Mothers, Farenthood Education, Post-secondary Education, Resources, Secondary Education, Womens Education
Identifiers—"Hawaii

A study was conducted to describe teenage moth-

cation, Womens Education
Identifiers—"Hawaii
A study was conducted to describe teenage mothers and the variables that have an impact upon their marketability and employment status. The sample was composed of 84 adolescent childbearers (out of 303) who had participated in the Windward District (Hawaii) Continuing Education Class (CEC) between 1979 and 1986. Participants answered questionnaires related to their demographic characteristics, their educational experiences, and their work experience and aspirations. The study found that (1) the more educational support or influence received by the adolescent childbearer, the higher her level of educational attainment; (2) the more education she had, the more supports are received in securing employment; (3) the employed reported fewer barriers to returning to regular school following the CEC experience than the unemployed; (4) the average employed subject had a high school diploms whereas her counterpart had some high school and an equivalency certificate; (5) the higher the age of the respondent, the higher her likelihood of living with her spouse or partner; (6) the more educational support or influence received by the teen mother, the greater her chance of getting a job; and (7) the availability of child care was identified as the major determinant of employment status. The study concluded that increased support, more education, more family courses, and more counseling were effective in helping teen mothers return to work and/or complete their education. (KC)

ED 297 132 CE 050 629

Hotchkits, Lawrence
Noneconomic Effects of Vocational Education.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.
Pub Date—87
Grant—G008620030
Note—103

Grant—G008620030
Note—103p.
Pub Type— Reports - Research (143)
EDRS Price - MP01/PC05 Plus Postage.
Descriptors—"Academic Achievement, "Academic Aspiration, "Basic Skills, Drug Use, Educational Attitudes, High School Graduates, "Occupational Aspiration, "Outcomes of Education, Parent Attitudes, Secondary Education, Student Educational Objectives, "Vocational Education

Education
Identifiers—High School and Beyond (NCES), National Longitudinal Survey New Youth Cohort
A project examined the nonecomomic effects of secondary vocational education on six types of outcomes measured while respondents were in high school (bacis skills, career expectations, significant others' career expectations, for the student, attitudes such as self-esteem and locus of control, grades, and homework), and five types of post-high school outcomes (postsecondary education, marriage and family, voting behavior, criminal behavior, and substance use). Two major national data sets were used to study these outcomes: the High School and Beyond (HSB) survey and the National Longitudi-

nal Survey New Youth Cohort (NLS). Three measures of curriculum were used: vocational profiles based on student transcripts; self-reporting of academic, vocational, and general curriculum; and a curriculum index of coursework, self-report track, remedial courses taken, and honors courses taken, remedial courses taken, and honors courses taken. A large number of control variables were included in the analyses. Results of the study indicate small negative effects of vocational curriculum on basic skills, educational expectation, occupational expectation, perceived ability to complete college, grades, and hours per week spent on homework. Findings regarding postsecondary schooling are mixed. Vocational curriculum in high school does not appear to have strong effects on the other outcomes studied. Limited evidence showed that vocational education is associated with reduced use of marijuana and other drugs, as is academic curriculum. (KC)

ED 297 133 CE 050 630

and other drugs, as is academic curriculum. (KC)

ED 297 133

CE 050 630

Training for the Self-Caisring Industry. An Example of College/Employer Collaboration in Training for Unemployed Adults. FEU/REPLAN.

Further Education Unit, London (England).

Report No.—ISBN-1-85338-052-0

Pub Date—88

Note—59p.

Pub Type— Reports - Research (143)

EDRS Price - MF91/PC03 Plus Postage.

Descriptors—Adult Education, Continuing Education, Cooperative Programs, \*Course Content, \*Course Organization, \*Curriculum Development, \*Educational Needs, Foreign Countries, \*Hospitality Occupations, Institutional Cooperation, \*Job Training, Postsecondary Educational Activities, \*Tourism Identifiers—England

A Local Collaborative Project was developed by an employers' association (Rest of British Holidays), Evesham College of Further Education, the Department of Education and Science PICKUP Unit, and Hereford and Worcester Local Education Authority to train workers for the self-catering (travel and tourism) industry in England. During the project, contacts were established with employers, training needs for manual and clerical workers were determined, educational needs of managers were investigated, curriculus were examined and new curriculum guides were developed as needed, certification was established, and preparations were made to implement a structured career program as part of the industry's move toward encouraging greater professionalism and job creation. A pilot course was conducted and reported successful, after which the curriculum was revised as needed. The project demonstrated how collaboration with industry can result in the design of an integrated program of training suitable for both unemployed and employed adults. obstrated now consolution with industry can result in the design of an integrated program of training suitable for both unemployed and employed adults. (Curriculum materials, including course outlines and needs surveys of park operators and employees, are included in the appendixes.) (KC)

CE 050 632 Fadale, LaVerna M. Finger, Anne Impact of the Writing Sample on GED Test Performance.

Performance.
State Univ. of New York, Albany. Two Year Coll.
Development Center.
Spons Agency—New York State Education Dept.,
Albany. Bureau of Adult and Continuing Education Program Development.
Pub Date—88

tion Program Development.

Pub Date—88

Note—32p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—"High School Equivalency Programs, Postsecondary Education, Program Improvement, "State Programs, "Test Results, "Writing Evaluation, Writing Skills

Identifiers—"General Educational Development Tests, New York, Writing Samples

A study was undertaken to determine the impact of the new writing component pioneered by New York State on General Educational Development (GED) performance or passing rates. Data were collected in two phases: Phase I dealt with passing rate data prior to the introduction of the writing sample to the writing subtest; Phase II was begun during the summer of 1987, approximately one year after the addition of the writing sample in New York State. In each phase, data were collected on a sample of 2,000 first-time test-takers. After the writing sample was introduced, data were compared for the two samples and it was found that: (1) 28,000 fewer GED tests were administered in 1987; (2) first-time test-takers attained a significantly higher total test

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passing rate; (3) GED program adults achieved a significantly higher total test passing rate than non-program adults; (4) first-time test-takers attained a significantly higher passing rate on the writing subt-est; (5) program adults attained a higher average score and a greater passing rate than nonprogram adults on the writing subtest; and (6) the addition of the writing sample has not had a negative effect on the GED passing rate. (KC)

CE 050 633 ED 297 135

BAI 437 L35 CE 050 633

Harris-Worthington, Philip

Back to the Future: A Study of Short-Term Adult

Residential Education.

Hill Residential Coll., Abergavenny (Wales).

Pub Date—87

Note—45p.; Paper presented at the Annual Conference of Principals of Short-Term Adult Residential Colleges (Devizes, Wiltshire, England, May 1987).

1987).
Available from—The Hill Residential College,
Pen-y-pound, Abergavenny, Gwent, NP7 7RP
Wales (2.00 pounds plus 30 pence postage and

Available from—The Hill Residential College, Pen-y-pound, Abergavenny, Gwent, NP7 7RP Wales (2.00 pounds plus 30 pence postage and handling).

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—"Adult Education, "Adult Programs, College Programs, Educational History, Educational Needs, Foreign Countries, Futures (of Society), Postacondary Education, "Program Content, Program Costs, "Program Development, Program Improvement, "Residential Colleges, Weekend Programs Sosts, "Program Development, Bentilem Short-term adult residential education in Great Britain began as several experimental programs in the 1910s and began to be extensively developed in the mid-1940s. Great hopes were expressed that residential adult programs would become a key component in the adult education system and much was written about developing a unique mission and standards for short-term adult residential education (particularly by Guy Hunter, the first warden of a major residential program). By the mid-1950s, however, most short-term residential colleges had gravitated toward the policy of running vocational courses during the midweek period followed by cultural courses from Fridays to Sundays for the general public. Today's short-term residential colleges are much like their 1950s counterparts except for the fact that an even greater emphasis is given to nonvocational coursewirk. Many short-term colleges have also improved their offerings in terms of the facilities provided. Recognizing their particular financial vulnerability, many of these colleges have cultivated a middle-class image and become adept at adjusting their curricula to meet changing client demands and interests. Another possible course of action for these institutions is to regionalize their programs. (MN)

East 291 136

Maynes, E. Scott, Ed. And Others

The Frontier of Research in the Consumer Interest, Proceedings of the International Conference on Research in the Consumer Interest (Racine, Wisconsin, August 16-19, 1986).

American Council on Consumer Interests, Columbia, Mo.

Report No. 189834

rt No.—ISBN-0-945857-00-4

Report No.-I Pub Date-88

Report No.—ISBN-0-945857-00-4
Pub Date—88
Note—874p.
Available froem—American Council on Consumer
Interests, 240 Stanley Hall, University of Missouri, Columbia, MO 65211 (522.00; 10 or
more-519.80 each).
Pub Type—Collected Works - Proceedings (021)—
Reports - Research (143) — Opinion Papers (120)
EDRS Price - MP66 Plus Postage, PC Not Available from EDRS.
Descriptors—Adult Education, \*Advertising, Comparative Analysis, \*Consumer Economics, \*Consumer Education, \*Consumer Protection,
\*Consumer Science, Economic Research, Educational Needs, Educational Research, Educational Needs, Education Interest Research,
International Trade, Legal Responsibility, Marketing, Postsecondary Education, School Role,
Secondary Education
Identifiers—European Community, Japan
The following papers are included: "JFK's Four
Consumer Rights" (Lampman); "Product Safety"
(Gerner); "Use of Cost-Benefit Analysis in Product
Safety Regulation" (Crandail); "CPCS's Voluntary
RIE JAN 1909

Standards" (Ault); "Consumer Safety and Issue Emergence Process" (Mayer); "Reflections on Research in the Consumer Interest" (Nelson); "Concept of Quality" (Curry); "Price Quality Relationship" (Gesirfeld); "Environmental Considerations and Assessment of Quality" (Huttensuch); "Weights, Cardinality, and Scaling in Assessing Quality" (Maynes); "Information Processing from Consumer's Perspective" (Russo); "Overlooked Mechanisms for Conveying Information to Consumers" (Mazis); "Determinants of Information Use" (Olshavaky); "Beonomics of Information in Consumer Markets" (Ippolito); "Economics of Information" (Mazis); "Determinants of Information in Consumer Markets" (Ippolito); "Economics of Information" (Mazis); "Reconomics of Information in Consumer (Morgan); "An Electronic Futurer" (Mitchell); "New Technologies in Consumer Information" Talarzyck); "Marketing Context of Consumer Choice" (Wilkie); "International Trade" (Dardis); "International Trade and Trade-Offs for Third World Consumers" (Riesch); "International Trade and Trade-Offs for Third World Consumer (Kinsey); "Increasing Competition through Deregulation" (Mickason); "Finsnacial Services" (Durkin); "Privatization, Competition and Airline Deregulation" (Michell); "Issues in Regulation and Deregulation" (Michell); "Issues in Regulation and Representation in Developed World" (Sand); "Consumer Organization and Representation in Developed World" (Sand); "Consumer Problems" (Thorelli); "Salient Issues in Current European Consumer Policy and Consumer Research" (Granizia); "Consumer Policy and Consumer Research" (MeKsig); "Advertising" (Eastwood); "Market Research in the Consumer Interest" (Mowitz); "Marketing Research sa a Dialogue" (Levy); "How Can Marketing Research Consumer Interest" (Hunt); "Disappearance of Consumer Interest" (Hunt); "

Schenck, John P. And Others
The Life and Times of Victor Karlovich Della-Vos.
Pub Date—84
Note—29p.; Source materials were translated from Russian by Serge Ginberg.
Pub Type—Historical Materials (060)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Biographies, Educational History, Foreign Countries, "50b Training, Postsecondary Education, "Program Development, "Technical Education, "Training Methods, "Vocational Education.

Education, \*Training Methods, \*Vocational Education
Identifiers—\*Della Vos (Victor Karlovich), \*USSR
Viktor Karlovich Della-Vos is created as being the
director and chief architect of Russian manual training. Born in 1829, Della-Vos received a degree in
physical and mathematical sciences from Moscow
University in 1853. He began his teaching career in
1854 as a teacher of Russian and eventually began
teaching advanced mathematics in 1858. In 1860 he
was sent to Paris to studying farm machinery. After returning to Russian in 1864, Della-Vos was made a
professor of mechanics at the Petrovsky Academy.
In 1867 he was made director of a Moscow vocational school, and in 1868 he was made director of
the Moscow Imperial Technical Academy. His
plans for the inclusion of theoretical content in
workshop and laboratory courses were unique in
their simplicity and detailed organization. His inclusion of manual training at the postsecondary level
became famous worldwide. He spent much of his
time in the 1870s exhibiting the best technical academy's
products and inspecting the best technical schools
abroad. He died in 1890 after an illness that began
in 1879. (This document consists of a translation of

two articles from an 1891 work entitled "Recoilec-tions of Victor Karlovich Delis-Vos" and an intro-duction to the translated text.) (MN)

Weber, James M. And Others
Dynamics of Secondary Vocational Clearrooms
[machine-readable data file].
Ohio State Univ., Columbus. National Center for
Research in Vocational Education.
Spons Agency—Office of Vocational and Adolt Education (ED), Washington, DC.
Pub Date—97
Grant—G008620030
Note—For the documentation concerning this file, see CE 050 559.
Available from—National Center for Research in

see CE 050 559.

Available from—National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (614) 486-3655 or (800) bus, OH 43210-1090 requises: separate fixed

Note—For the documentation concerning this file, see CE 050 559.

Available from—National Center for Research in Vocational Education, 1960 Kenny Road, Cohumbus, OH 43210-1090 (614) 486-3655 or (800) 848-4815. Prices upon request; separate fixed format or SAS files for: (1) schools, (2) teachers, and (3) classrooms].

Pub Type—Machine Readable Data Files (102) Document Not Available from EDRS.

Descriptors—Basic Skills, Classroom Observation Techniques, "Classroom Techniques, Competency Based Education, Conventional Instruction, High Schools, National Surveys, "Outcomes of Education, "Program Content, Samplina, "Secondary School Curriculum, "Vocational Education, Vocational Schools

The purpose of this data collection effort was to compile national data on the instructional content and processes of occupational education programs at the secondary level. The database included 893 classrooms in 120 high schools, a stratified random sample representing each vocational program offered plus two nonvocational programs in each school. School types were comprehensive, vocational speciality, and area vocational in urban, suburban, and rural settings. Each classroom was observed on two different occasions during a one-week period. Survey instruments included a separate questionnaire and interview protocol for teachers, principals, and counselors; a student interview protocol, a syllabus evaluation form, and a summary data form for outcomes. The identification codes for the data included (1) three-digit site of the data included (1) three-digit site of the summary data form for outcomes. The identification codes for the data included (1) three-digit site of the data included (1) three-digit site of the data shout the community, principal and counselor questionnaires and interview, and summary outcome data (496 variables, 120 schools); (2) teacher (176). Secondary vocational and nonvocational classrooms. SAMPLE: Secondary schools (120), teachers (2,251-827), principals interviewed (120), principals interviewed (120), princ

CE 050 646 ED 297 139 ED 297 139

Bertrand, Olivier Nopelle, Thierry

Human Resources and Corporate Strategy. Technological Change in Banks and Insurance Companies: France, Germany, Japan, Sweden, United

nological Change in Banks and Insurance Com-panies: France, Germany, Japan, Sweden, United States.

Organisation for Economic Cooperation and Devel-opment, Paris (France). Centre for Educational Research and Innovation.

Report No.—ISBN-92-64-13096-9
Pub Date—88
Note—92p.

Available from—OECD Publications and Informa-tion Center, 2001 L Street, NW, Suite 700, Wash-ington, DC 20036-4095 (315.50).

Pub Type—Reports - Research (143)

Pub Type— Reports - Research (143) EDRS Price - MF01 Plus Postage, PC Not Avail-

able from EDRS.

Descriptors—Adult Education, "Banking, Business Educatior. Business Skills, Comparative Analysia, "Corty-rate Education, Developed Nations, Educational Needs, "Employment Patterns, Foreign Countries, "Insurance, International Relations, "Labor Force Development, Labor Market, Postsecondary Education, "Technological Advancement, Trend Analysis Identifiers—France, Japan, Sweden, United States, West Germany
Twelve financial institutions (nine banks and three insurance companies) from five countries (Prance, West Germany, Japan, Sweden, and the United States) were studied to determine the directions in which financial service markets and firms are moving as a result of increasing competition and technological change. Data were collected from open-ended interviews with representatives of the firms studied as well as financial services experts from the business community, trade unions, government, and academia. It was found that financial service markets, which were once characterized by great stability and continuity, are changing rapidly mail of the countries examined. These changes are promoting a radical shift in the functional emphasis of firms away from the production of services (back-office functions) toward customer assistance, sales, and product development (front-office functions) toward customer assistance, sales, and product development (front-office functions) toward customer assistance, sales, and product development (front-office functions) toward customer assistance producing fundamental changes in the firms' human resources and training needs. (MN)

ED 297 140

CE 050 647 ED 297 140

resources and training needs. (MN)

ED 297 140

CE 050 647

Office Procedures Carriculum Guidelines.

Washington Office of the State Superintendent of Public Instruction, Olympia. Div. of Vocational-Technical and Adult Education Services.

Pub Date—Jul 87

Nota—339.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Pries - MPDL/PO2 Plus Pestage.

Puscriptora—"Business Education, Curriculum Guides, High Schools, "Office Automation," Office Occupations, Office Occupations Education, "Office Practice, Technological Advancement This guideline is intended as a resource for instructors who are teaching an office procedures course. This course offers closure for all students completing a scope and sequence in the business education program—secounting, secretarial, office services, and related areas. The stated purpose of the course is to prepare a secondary learner for entry-level employment as a successful automated office employee in a business environment. A minimum of 60 hours is suggested, but one semester or two trimesters are recommended. These materials are provided a list of student learning objectives, a list of competencies, a curriculum outline, and suggested grading guidelines. Main topics in the curriculum outline are professional/leadership development, role of the administrative assistant, work flow, office automation, application of word processing procedures, communications, use of reference materials, main handling procedures and techniques and procedures, management of records, telephone techniques and procedures, machine maintenance (recomputational skills, job search, and optional externality.) Sample materials for use in the unit on professional/leadership development are appended. An annotated listing of resource materials for the course is also provided. (YLB)

ED 297 141 CE 050 648 ED 297 161 CE 050 64
Borrington, Gull V. And Others
Partnership Program Evaluation Study, Calgary
Board of Education,
Alberta Dept. of Education, Edmonton.
Pub Date—Jun 87
Note. 174.

Alberta Lepe-Jun 87
Note—Jun 87
Note—Jun 87
Note—174p.
Pub Type—Reports - Evaluative (142)
EDRS Price - MF01/PC07 Plus Pestage.
Descriptors—\*Cooperative Planning, \*Cooperative Programs, Foreign Countries, Information Networks, Outcomes of Education, \*Program Descriptors, \*School Business Relationship, Secondary Education, Shared Resources and Services (Identifiers—\*Alberts (Calgary), \*Partnerships The Calgary Board of Education's Partnership Program was established to foster direct, ongoing, and mutnally beneficial relationships between Calgary businesses or organizations and Calgary public

schools. The idea of partnerships between the Calgary school and business communities was first discussed in 1984, and the first five such partnerships
began in mid-1985. The Partnerships Program was
evaluated in 1986-87. At that time, three of the five
initial partnerships were still active and successful,
one remained in a planning mode, and the other one
had been terminated. The evaluation indicated that
planning and implementation of all of the partnerships were well documented and well organized.
There were, however, problems related to lack of
clear program authority and a slower than anticipated initiation of partnership activities in some
cases. Those partnerships with more frequent
contact and more partners tended to be more successful. Students tended to be aware of their partner;
however, they were not always sure which activities
were partnership related nor were they clear about
the partnership's purpose. All of the intended goals
of the partnerships studied appeared to have been
met, and few negative impacts of the partnerships
were identified. (Appendixes include profile forms,
a study sample, the study instruments, a discrepancy analysis, and an interview response summary.)
(MN)

ED 297 142 CE 050 649 Washington STAR Events Manual. Revised. Future Homemakers of America, Olympia, WA.

Washington Association.

Spons Agency—Washington Office of the State Superintendent of Public Instruction, Olympis. Div. of Vocational-Technical and Adult Education

spons Agency—Washington Office of the State Superintendent of Public Instruction, Olympia. Div. of Vocational-Technical and Adult Education Services.
Pub Date—Nov 87
Note—46p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF91/PC32 Plus Postage.
Descriptors—Community Services, "Competition, "Cooperation, Day Care, Employment Interviews, Evaluation Criteris, Pamily Life Education, Group Activities, "Home Economics, "Statewide Planning, "Student Organizations, "Student Participation, Teamwork Identifiers—Future Homemakers of America, "Student Participation, Teamwork Identifiers—Future Homemakers of America, Home Economics Related Occupations, Students Taking Action for Recognition, "Washington This manual specifies the criteria for all STAR (Students Taking Action for Recognition) events available to Future Homemakers of America or Home Economics Related Occupations (HERO) chapters and chapter members in Washington State. The first section covers the following topics: general guidelines and requirements, adviser information, tips, participant instructions, and recognition. The following Washington STAR events are covered in the second section: the STAR chapter event (local chapters compete for recognition by developing a balanced yearly program of work); the STAR project event (local chapters develop an in-depth project making a significant impact on family, school, or community); the family communication event; (students develop a community service project meeting the needs of children and family; the lithus of the communication of the students develop a community service project meeting the needs of children and famility; the lithus of the communication of the communication of the environment). Section III outlines STAR events evaluation procedures (chapter procedures and regional and state evaluation sessions). (MN)

ED 297 143

CE 050 650
Bullding Life Skills for Tomorrow's Leaders. Yearbook 1987-1988.
Future Homemakers of America, Otympia, WA.
Washington Association.
Spons Agency—Washington Office of the State Superintendent of Public Instruction, Olympia. Div.
of Vocational-Technical and Adult Education

Services.
Pub Date—88
Note—85p.; Document printed on colored paper.
Pub Type— Guides - Classroom - Learner (051) —
Reports - Descriptive (141)
EDRS Price - MP91/PGB Plus Postage.
Descriptors—"Daily Living Skills, Extracurricular
Activities, "Home Economics, Homemaking
Skills, Secondary Education, "Student Organizations, "Student Projects
Identifiers—"Puture Homemakers of America,
Washington

Washington This yearbook provides materials for Future

Homemakers of America (PHA) chapters to use as they build a calendar of activity for the year. It focuses on the theme for the year, "Skills for Life," which emphasizes skills developed through home economics education. These types of materials are provided: the program of work; information on state and national projects, eslendar of later, and inforprovided: the program of work; information on state and national projects; calendar of dates; and information on the advisory board. Other contents include scholarship information and application form; information on and application forms for state officers; material on and a recommendation form for honorary memberships; and nomination form for state parent. The book concludes with names and addresses of the presidents and vice presidents of the State of Washington's seven regions and of the regional advisers and consultants. The names and addresses of chapters within that region are listed along with the name and school telephone number of the advisers. (YLB)

ED 297 144 CE 050 651 Washington State Traffic Safety Education Curric-ulum Guide. A Master Guide for Implementing a Performance-Based Curriculum. Washington Office of the State Superintendent of Public Instruction, Olympia. Div. of Vocation-al-Technical and Adult Education Services.

Pub Date-Apr 87

Pub Date—Apr 87

Note—338p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MFBI/PC14 Plas Pestage.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MFBI/PC14 Plas Pestage.

Bescriptora—"Driver Education, High Schools, Motor Vehicles, "Safety Education, Signs, Traffic Accidents, Traffic Control, "Traffic Safety This guide for implementing performance-based curriculum is intended to teach students decision-making driving, Heavy emphasis is put on the teaks and concepts involving traffic flow tasks (interacting with other highway users) and the functions and factors that affect that interaction. It is a "90-hour" guide, that is, the average student needs about 90 hours of classroom and independent study time to complete the activities, exclusive of in-carlessons and practice. Nineteen modules are provided: introduction to the highway transportation system, preparing and controlling, maneuvering in limited space; signs, signals, and pavernent markings; human functions; intersections; traffic flow; lane changes; passing on two-lane roadway, freeway driving; complex driving; obtaining a driver's license, avoiding and minimizing impact, vehicle maintenance; and system improvement, fuel conservation. Each module consists of a list of objectives; student learning activities (classroom group and inependent study); teacher-led discussion outline; overhead transparency masters; study sheets; and worksheets. (YLB) overhead transparency masters; study sheets; and worksheets. (YLB)

CE 050 652

ED 297 145 CE 050 63
Selvadurai, Ranjani
A Needa Assessment of the Medical Laboratory
Technology Students at New York City Technical College.
Pub Date—86
Notes—47

Pub Date—86
Note—47p.
Pub Type— Reports - Research (143)
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—4Allied Health Occupations Education, \*Educational Needs, Higher Education, \*Individual Needs, \*Majors (Students), \*Medical Technologists, Needs Assessment, \*Students, Needs Needs

Technologists, Needs Assessment, "Student Needs Identifiers—New York City Technical College, Nominal Group Technique
A study examined the needs of medical laboratory technology students at New York City Technical College. The nominal group technique (which involves silent generation of ideas in writing, round-robin feedback, and individual voting on priority ideas) was used to assess the academic and personal needs of 20 students. The following seven significant areas of academic needs were identified: an increased number of clinical course sections, improved registration procedures, improved coursework and teaching techniques and greater coordination between lectures and labs, better and more modern equipment in labs, elimination of a basic math course from the program, inclusion of more laboratory hours in clinical courses, and establishment of a permanent clinical practice lab. The

personal needs identified had average mean scores of less than 40 and were thus considered insignificant. Based on the needs identified in this study, a 25-item questionnaire was developed to determine the adequacy of selected services to medical laboratory students by the Department of Biological Sciences-Medical Technology. (MN)

ED 297 146 CE 050 654
Selman, Gordon R.
The Invisible Giant: A History of Adult Education
in British Columbia. Occasional Papers in Continuing Education Number 25.
British Columbia Univ., Vancouver. Centre for Con-

British Columbia Univ., Vancouver. Centre for Con-tinuing Education.
Pub Date—May 88
Note—55p.
Available from—Publications, Centre for Continu-ing Education, University of British Columbia, Vancouver, British Columbia, Canada V6T 2A4 (\$5.00).

(35.00).

Pub Type— Historical Materials (060)

EDRS Price - MP01/PC03 Pms Postage.

Descriptors— "Adult Education, "Continuing Education, "Educational Change, Educational History, Educational Policy, "Educational Practices, "Educational Trends, Foreign Countries, "Pro-

tory, Educational Policy, "Educational Practices,
"Educational Trends, Foreign Countries, "Program Development
Identifiers—"British Columbia
The history of adult education in British Columbia
may be divided into three periods: from the early
years of European settlement to 1914, from 1914 to
1954, and from 1954 to the present. Before 1914,
the development of adult education was sporadic
and carried out by many different agencies. Missionaries, clergy of various denominations, and
church organizations provided an important
amount of adult education in the provisnoe's early
years. One of the major elements in the provisno of
adult education during the second period was the
programs offered by local school boards. Important
steps were taken in the field of vocational training
(including apprenticeship) and extension education.
The first provincial organization of adult education
and become a broadly based enterprise. School
board programs grew explosively until the early
1970s, with the community school movement becoming a significant dimension of adult education in
programming. An examination of changing practices and policies indicates that adult education in
British Columbia has been transformed from a social
movement to a profession, and the recent developments in the field would seem to indicate that adult
education will continue to expand within the province. (MN)

ED 297 147 CE 050 655

CE 050 655
Guidelines for the Development of a Microcomputer Carricalum.
Washington Office of the State Superintendent of
Public Instruction, Olympia. Div. of Vocational-Technical and Adult Education Services.

Pub Date—Feb 36

al-Technical and Adult Education Services.
Pub Date—Feb 86
Note—649.
Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF91/PC03 Plus Postage.
Descriptors—Business Education, "Computer Uses in Education, "Courseware, "Corriculum Development, Guidelines, Instructional Material Evaluation, Media Selection, "Microcomputers, "Office Automation, Office Occupations Education. This document is designed to provide assistance to people in achool districts who are responsible for making decisions regarding the purchase and use of microcomputers in business and office education programs. A section on planning considerations outlines considerations that need to be addressed, available resources, and maximizing the use of hardware and software. The following topics are considered in the section on teacher training considerations: necessary computer knowledge, where instructors can receive training, training that teacher training institutions and local districts should provide, and instructor responsibility for keeping current. The next section outlines these curriculum considerations what students can learn to use, competencies students need, content that should be replaced by these competencies, and steps to ensure that the curriculum is not duplicated. The last two sections highlight hardware considerations (primary software applications, software selection, and copyright laws). A lis-RIE JAN 1995

ting of 109 current references is also provided. Appendixes include sample forms, such as a planning packet for new vocational programs and hardware and software evaluation forms. A listing of suggested periodicals is appended. (YLB)

ED 297 148

CE 050 656

ACTION Planning for Leadership Development in
Home and Family Life Programs.
Washington Office of the State Superintendent of
Public Instruction, Olympia.

Pub Date-80 Note-49p.

Public Instruction, Olympia.

Pub Date—80

Note—49.

Note—49.

Note—49.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MPDI/PC02 Plus Postage.

Descriptors—Curriculum Development, "Tamily

Life Education, Home Management, "Integrated Curriculum, "Leadership, Leadership Qualities, "Leadership Training, Secondary Education, Student Organizations, Teaching Methods

Identifiers—Future Homemakers of America

This guide provides teachers and administrators with strategies for implementing leadership development as an integral component of the home and family life curriculum. A rationale for integrating leadership into the curriculum is followed by a framework for integration. The framework criteria provided have been established to assist teachers in visualizing how students can be given opportunities to experience leadership as they prepare for home and community roles and responsibilities. A lesson plan for introducing leadership development is followed by three strategies that can be planned and managed as an integral component of the home and family life education curriculum. (A strategy is the planning and management of an operation.) The strategies are decision making, group process, and individual growth/extended learnings. Outlines provide analyses of how the strategies can be developed in the classroom. Steps, teacher/sdvisor role, and methods/techniques are detailed. The next section identifies how leadership can be developed through integration of Future Homemakers of America (FHA) into the classroom. The role of organizations is discussed, a lesson plan to introduce FHA is presented, and organizational structure is described. Suggestions are offered for developing the three strategies through FHA. Other information on FHA is also provided. (YLB)

CE 050 660

Kang, Suk Bishop, John
Vocational and Academic Education in High
School: Complements or Substitutes. Working
Paper 88-10.
State Univ. of New York, Ithacs. School of Industrial and Labor Relations at Cornell Univ.
Pub Date. 3

State Univ. of New York, Ithaca. School of Industrial and Labor Relations at Cornell Univ.

Pub Date.—83
Note.—35p.

Pub Type.— Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors.—8-cademic Education, Basic Skills,

\*Employment Level, High Schools, Labor Market, Models, \*Noncollege Bound Students, \*Outcomes of Education, Productivity, \*Vocational Education

Identifiers.—High School and Beyond (NCES)
A study focused on the appropriate balance between academic and vocational education for those who intend to work rather than attend college after graduation. Two hypotheses were tested: (1) a high school curriculum that completely specializes in vocational education and ignores basic skills training will not be as effective as the one that provides both, and (2) for the non-college-bound student, vocational and academic education are complements rather than substitutes. This study used a subsample of the High School and Beyond data-students who graduated from high school in 1980 and february 1982. A preliminary analysis of the data was based on the cross tabulations of the three indicators of economic productivity—wage rate, number of months employed between 1980 and 1982, and earnings in 1981-by the number of vocational and academic courses take. These tabulations uggest that vocational and academic courses taken. These tabulations of the degree of complementarity and the degree of decreasing returns from vocational and academic courses work. Results showed that taking additional vocational courses is associated with small cutbacks in academic courses taken, but substantially high wage rates, employment, and earnings in the 18 months following graduation. It was concluded that

a modest level of vocational course work produ greater benefit than total academic specializat but taking more than three or four vocatic courses sharply diminishes this benefit. (YLB)

ED 297 150 CE 050 661

Bishop, John Vocational Education for At-Risk Youth: How Can It Be Made More Effective? Working Paper

Sishop, John
Vocational Education for At-Risk Youth: How Can It Be Made More Effective? Working Paper 88-11.

State Univ. of New York, Ithaca. School of Industrial and Labor Relations at Cornell Univ. Spons Agency—National Assessment of Vocational Education (ED), Washington, DC.; Ohio State Univ., Columbus. National Center for Research in Vocational Education; Research for Better Schools, Inc., Philadelphia, Pa.

Pub Date—88
Note—56p.

Pub Type— Information Analyses (070)

EDRS Price - MF91/PC03 Plus Postage.

Descriptors—Basic Skills, "Dropout Rate, Dropout Research, Dropouts, Economically Disadvantaged, "Educational Benefits, Education Work Relationship, Employment Level, "High Risk Students, Job Training, Minority Groups, Outcomes of Education, Potential Dropouts, Secondary Education, Success, "Vocational Education Part I of this paper reviews research on effects of vocational course work on dropout rates, probabilities of employment, earnings, productivity, and basic akills. The review is organized around 10 questions. Answers to these questions include: (1) vocational education lowers dropout rates, 20 economic benefits are substantial; (3) economic benefits depend on getting a training-related job; (4) less than half of vocational graduates get training-related jobs; (5) occupationally specific skills are not used because of lack of emphasis on placement, insufficient employer involvement, and training for jobs not in demand; (6) basic skills cannot substitute for occupational skills; (7) obsolescence is less important than not using and forgetting skills; (8) studying occupationally specific skills are not necessarily lower schievement in academic areas; (9) three or four courses in an occupational skills; (7) obsolescence is less important than not using and forgetting skills; (8) basic skills are not substitute for occupational skills; (7) obsolescence is less important than not using and forgetting skills; (8) basic skills are best learned on the job. Part II presents recommendations for improving voc

CE 050 664

ED 297 151

Witt. Elaine B.

The Power Approach to Writing.
Roanoke-Chowan Community Coil., Ahoskie, NC.
Spons Agency—North Carolina State Dept. of
Community Coileges, Raleigh.

Pub Dato—Jun 88

Note—471p.; Parts of document are printed on colored paper.

Available from—Roanoke-Chowan Community
Coilege, Rt. 2, Box 42-A, Ahoskie, NC 27910.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MP01 Phus Postage, PC Not Available from EDRS.

Descriptor—"Adult Basic Education, Behavioral
Objectives, Competency Based Education, "Diagnostic Teaching, High School Equivalency Programs, Student Evaluation, Writing Exercises, "Writing Instruction, "Writing Skills

This course of study presents a competency-based approach to teaching effective writing, It is intended to give the adult educator a tool that can be used for any level of student at any point in writing instruction. The first section contains 48 competencies that address 5 domains of writing—planning, organizing, writing, evaluating, and revising (POWER). The skills are subdivided into 10 levels, from readiness through 12th grade. The course of study section correlates the indicators of each competency with learning activities, resources, evaluation criteria, and remodiation. The next section provides testing procedures. It outlines and explains pre- and post-testing and provides evaluation instruments and scoring guides. Appendixes comprise over one-half of the book. Appendix A contains assignments, activities, exercises, handows for exercises

and activities, and suggestions for the teacher. Appendix B includes an index to the activities in Appendix A, bibliographies of student and professional resources, a list of diagnostic/prescriptive evaluation instruments, a list of publishers, criteria for selecting lab personnel and facilities, and suggested audiovisual equipment. Appendix C provides materials on referral procedures. Other attachments include related information (informational material for the teacher), eight modules on writing, and materials for training teachers to use all of these materials. (YLB)

CE 050 668 Measuring the Costs of Illiteracy in Canada. Canadian Business Task Force on Literacy, Toronto (Ontario).

Messuring the Costs of Illiteracy in Canada.
Canadian Business Task Force on Literacy, Toronto
(Ontario).
Spons Agency—Department of the Secretary of
State, Ottawa (Ontario).
Pub Date—Feb 88
Note—559.
Pub Type—Reports - Research (143)
EDBS Price - MPBI/PCB3 Plus Postage.
Descriptora—Adult Basic Education, "Adult Literacy, "Businesa, Business Responsibility, "Cost Estimates, "Educational Improvement, Foreign
Countries, Functional Literacy, Government
Role, "Illiteracy, School Role
Identifiers—"Canada
A study was conducted to determine the costs of
illiteracy in Canada and to suggest future efforts to
combst it. Research was conducted by interviewing
35 persons involved with education in Canada, such
as officials of the Ministry of Skills Development,
other government officials, statisticians, employment service personnel, representatives of business
and labor, and solut education officials. U.S. Government and industry representatives were also interviewed in order to make comparisons with the
Canadian data. Some of the findings were as follows:
(1) research into the cost of illiteracy in imprecise
and often only best guesses result; (2) an estimate of
the costs to business of illiteracy in imprecise
and often only best guesses result; (2) an estimate of
the costs to business of illiteracy in imprecise
and often only best guesses result; (2) an estimate of
the costs to business of illiteracy in canada is \$4
billion annually; (3) the cost of illiteracy to Canadian society as a whole is estimated at approximately \$10 billion; (4) these estimates represent a
starting point for further research; and (5) there are
many ways in which both the private and public
sectors can mobilize to address the illiteracy problem, although the solutions will be complex and will
extend well beyond literacy to single and will extend
well beyond literacy to business in Canada by the
Woods Gordon consulting firm. The second appendia is a further review of selected literacy cost questions from Maclean magazine's marketing

ED 297 153 CE 050 669

ED 297 153

Kinigen-Andrew, Jean
Development of Critical Thinking: Career Ladder
P.N. and A.D. Nursing Students, Pre-Health
Science Freshmen, Generic Baccalaureate Sophcasere Nursing Students.
Pub Date—38
Note—459.
Pub Type—Reports—Research (143)
EDBS Price - MF0L/PC92 Plas Postage.
Descriptors—"Allied Health Occupations Education, Associate Degrees, Career Development,
Career Ladders, College Freshmen, "Critical
Thinking, Higher Education, Nurses, "Nursing
Education, "Outcomes of Education, "Skill Development, Undergraduate Students
Identifiers—Watson Glaser Critical Thinking Appraisal

Identifiers—Watson Glaser Critical Thinking Appraisal
A study compared career ladder practical sursing
(PN) and associate degree (AD) nursing students
with their university counterparts with regard to the
development of critical thinking over an academic
year. The sample included 55 PN students, 55 AD
students, 38 pro-health acience freshmen, and 29
generic baccalsureate sophomore nursing students.
The PN students were in the first year of a career
ladder program and the AD students the second
year. There was no significant difference between
the Watson-Glasser Critical Thinking Appraisal
acores of the PN students and the pre-health acience
freshmen at either the fall or spring testing. The
sophomore students acored significantly higher than
the AD students at both the fall and spring testings;
however, questions were raised about the samples
compared. None of the four groups made significant

gains in critical thinking over the academic year. (Author/KC)

ED 297 154 CE 050 671

ED 297 154

Hollenbeck, Kevin And Others
The Effects of TJTC on Disadvantaged Populations. Task 2 Final Report. Revised.
Ohio State Univ., Columbus. National Center for
Research in Vocational Education.
Spons Agency—Employment and Training Administration (DOL), Washington, D.C.; Macro Systems, Inc., Silver Spring, Md.
Pub Date—Aug 86
Contract—99-4-576-77-091-01
Note—2050s. For related documents, are ED 268.

lote-205p.; For related do 381 and CE 050 672-673. ents, see ED 268

381 and CE 030 6/2-6/3.
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—Disabilities, \*Disadvantaged, Economically Disadvantaged, \*Employment Patterna, \*Federal Legialation, \*Salary Wage
Differentials, \*Tax Credits, Veterans, Welfare Re-

terna, "Federal Legislation, "Salary Wage Differentials, "Tax Credita, Veterans, Welfare Recipients Identifiers—Social Security Disability Insurance, "Targeted Jobs Tax Credit A study examined the effects of the Targeted Jobs Tax Credit A study examined the effects of the Targeted Jobs Tax Credit (TJTC) program on the employment and esraings of disadvantaged persons. Three outcomes—average quarterity wages, average number of quarters employed, and average wages during employed quarters—ever studied for various categories of disadvantaged persons (economically disadvantaged youth, et-offenders, and Vietnam—era veterans; handicapped persons who had completed rehabilitation; general assistance recipients). TJTC vouchering and certification were examined separately. More TJTC-vouchered and certified individuals became employed, but their wages were relatively lower than in the comparison group. Of the targeted groups analyzed, only the handicapped group had consistently positive impacts for both vouchering and certification. Certified individuals tended to have more turnover than did their noncertified counterparts. The econometric technique used to correct for selectivity in the vouchering study suggests that white males who are vouchered tend to be the least employable whereas "creaming" is evident for white females and nonwhites. (An appendix documents the files used and processing steps taken to produce the final analysis files for the TJTC evaluation.) (MN)

ED 297 155 CE 050 672

ED 297 155

Rithop, John Hollenbeck, Kevin
The Effects of TJTC on Employees, Task 4 Final
Report, Revised.
Ohio State Univ., Columbus. National Center for
Research in Vocational Education.
Spons Agency—Employment and Training Administration (DOL), Washington, D.C.; Macro Systems, Inc., Silver Spring, Md.
Pub Data—Jun 86
Contract—994-576-77-091-01
Note—2271: For related documents, see RD 268

ote—227p.; For related documents, see ED 268 381 and CE 050 671-673.

381 and ČE 050 671-673.

Pub Type— Reports - Research (143)

EDRS Prics - MP01/PC10 Plus Postage.
Descriptors—Case Studies, Disabilities, \*Disadvantaged, Economically Disadvantaged, \*Employer Attitudes, \*Employment Patterns, \*Employment Practices, \*Federal Legislation, Personnel Selection, Program Improvement, Salary Wage Differentials, \*Tax Credits, Veterans, Welfare Recipients lentifiers—Employer Surveys, \*Targeted Jobs Tax

Credit

A study examined the effect of the Targeted Jobs

Tax Credit (TITC) on a variety of employer- and
employment-related outcomes. Data were collected
from two databases and a set of case studies. Although most employers report having heard of
TITC, only a small number of firms were actually
participating in the program. TITC did not appear
to change hiring practices, and employers systematically underestimated the expected productivity of
TITC-eligible persons and thus often incorrectly believed that they were lowering hiring standards by
hiring these workers. Although most employers
were surprised by how well TITC-eligible workers
performed on the job, they did not revise their opinons about the average productivity of these workers. The TITC could be improved by increasing the
effectiveness of TITC referral services, tightening
eligibility determination, increasing funding for administration, and limiting eligibility to referrals by

client-centered agencies. (Appendixes include a brief description of the first wave of the employer survey, the employer questionnaire, the Poisson model of TJTC participation, the case study inter-view form, and the TJTC questionnaire adminis-tered by the interviewer.) (MN)

ED 297 156 CE 050 673 beck, Kevin

Hollenbeck, Kevin
The Aggregate Employment Effects of TJTC. Task
5 Final Report, Revises.
Ohio State Univ., Columbus. National Center for
Research in Vocational Education.
Spons Agency—Employment and Training Administration (DOL), Washington, D.C.; Macro Systems, Inc., Silver Spring, Md.
Pub Date—Aug 86
Contract—99-4-576-77-091-01
Note—75p; For related documents, see ED 268

Note-75p.; For related documents, see ED 268 381 and CE 050 671-672.

Note—75p.; For related documents, see ED 268
381 and CE 050 671-672.
Pub Type—Reports - Research (143)
EDRS Price - MP01/PC03 Plus Postage.
Descriptors—Case Studies, Disabilities, \*Disadvantaged, \*Dislocated Workers, Economically Disadvantaged, \*Eligibility, Employer Attitudes, \*Employment Patterns, \*Employment Practices, \*Federal Legislation, Personnel Selection, Program Improvement, Salary Wage Differentials, \*Tax Credits, Veterans, Welfare Recipients Identifiers—Targeted Jobs Tax Credit
A study examined the effects of the Targeted Jobs Tax Credit (TJTC) on employment patterns among those eligible for and those ineligible for T. TC. The rate at which TJTC-eligible persons penetrated the labor market and the resultant displacement of persons not eligible were examined in terms of TJTC-related variables, personal characteristics, and state employment characteristics. It was discovered that although TJTC eligibility helped eligible youth find employment during the TJTC's initial years, this advantage has since vanished. The TJTC vouchering of disadvantaged youth find find not appear to result in any labor market displacement of non-disadvantaged youth. In fact, the TJTC appeared to have the effect of creating jobs. The overall job creation effect among nonetigible persons occurred for females, whereas the employment excrued to those not eligible persons due to certification was stronger for males. (MN)

ED 297 157 CE 050 674

Ed. 297 127

Hollenbeck, Kerin

Education, Training, and Employment Outcomes:
Analysis of a National Survey of Employers.
Final Technical Report.
Ohio State Univ., Columbus. National Center for
Research in Vocational Education.

The Columbus Property of Education (ED).

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Research in Vocational Education (ED), Washington, DC.

Pub Date—Nov 84
Grant—NIE-G-83-0005; P-2
Note—439.

Pub Type—Reports - Research (143)

EDRS Price - MF0L/PCQ2 Plass Postage.

Descriptors—Dismissal (Personnel), Economic Development, Education Work Relationship, \*Employment Patterns, \*Job Training, \*Labor Market, \*Models, National Surveys, \*Outcomes of Education, \*Promotion (Occupational)

Identifiers—Employer Surveys

A study examined the effect of education and training on the economy and on employment outcomes. Data collected during a 1982 nationwide telephone survey of 3,500 employers were used as the basis for statistical models of voluntary and involuntary job separations and job pormotions. Four major conclusions resulted from the modeling process developed. First, on-the-job training is negatively related to quits and employer-initiated separations and is positively related to promotions. Second, education does not seem to be related to promotion. Third, employment outcomes are more dependent on firm and job characteristics than on worker characteristics. Fourth, individual job search and employer recruitment and selection behavior directs "better" workers (more human capital) into worker characteristics. Fourth, individual job search and employer recruitment and selection behavior directs "better" workers (more human capital) into good jobs. These four conclusions produce a heuristic model according to which (1) hiring processes (consisting of individual job search and employer recruitment and selection processes) result in a sorting of workers into jobs and firms and (2) the training of workers into jobs and firms and (2) the training policies and characteristics of those jobs and firms tend to determine the outcomes of the em-ployment relationships that are formed. Overall, the study findings seem to highlight supply-side inter-ventions. (MN)

ED 297 158 CE 050 675

ED 297 158

Hotchkis, Lawrence And Others

High School Preparation for Employment.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—84

Grant—NIE-G-83-0005

Note—163.

Washington, DC.
Pub Date—84
Crant—NIE-G-83-0005
Note—163p.
Pub Type— Reports - Research (143)
EDRS Price - MF91/PC07 Plus Postage.
Descriptor—"Academic Achievement, Academic Education, "Basic Skills, Curriculum, "Education Work Relationship, High Schools, "High School Students, Interaction, Noncollege Bound Students, "Outcomes of Education, Part Time Employment, Vocational Education
This report contains four studies related to preparation of youth for employment after leaving school. The first study, "Learning as a Product of Exposure and Readiness" (Hotchkiss), examined the effects of curriculum on the learning of basic skills using an interaction model. The data collected revealed statistically significant interactions among indicators of learning readiness and indicators of exposure, but the patterns of interaction did not conform to those predicted by the theoretical model. The second study, "Supply and Demand Effects on Part-Time Work of High School Students" (Hotchkiss), investigated the potential effects of a number of work variables on four work outcomes during high school-hours worked per week, wage, labor force participation, and unemployment. It was found that wage is not the primary determinant of labor force participation. The third study, "Impact of Curriculum on the Noncollege-bound Youths' Labor Market Outcomes" (Kang, Bishop), focused on the effects of high school curriculum and performance on the post-high school curriculum and performance on the bost-high school curriculum and performance on the host-high school work influence hours and labor force participation. The third study, "Impact of Curriculum on the Noncollege-bound Youths' Labor Market Outcomes: An Analysis of High School and Beyond Data" (Kang), extended third study by adding high school, employment variables as predictors of post-high school employment. Work experience in high school employment variables as predictors of post-high school employment. Work experience in high school employment. Work experience in high school, ocation

ED 297 159 CE 050 676 ED 297 159 CE 050 676

Pershing, James A., Ed.

Bridging Education and Employment with Basic
Academic Skills. The Work-Education Bridge. A

Basic Skills Collection.

Indians Univ., Bloomington. School of Education.
Spons Agency—Indians State Commission on Vocational and Technical Education, Indianapolis.

Pub Date—88

Grant—ICVTE-305-87-4700

Note—1100.

Grant—ICV IE-303-8/-4/00 Note—110p. Available from—Vocational Education Services, 840 State Road 46 Bypass, Room 110, Indiana University, Bloomington, IN 47405 (\$12.00). Pub Type— Collected Works - General (020)— Information Analyses (070) — Reports - Re-

Information Analyses (070) — Reports · Research (143)
EDRS Price · MP01/PC05 Plus Postage.
Descriptors — Academic Education, Adult Basic Education, Basic Skills, Computer Literacy, Educational Resources, "Education Work Relationship, "Integrated Curriculum, Literacy, Education, Mathematics Instruction, Science Education, Secondary Education, Science Education, Secondary Education, Skill Development, "Vocational Education, Skills in comnection with vocational education. The six papers are the following: "Basic Academic Skills in the Workplace and the Classroom: The Work-Education Bridge" (James A. Pershing, Scott W. Gillie); "Basic Literacy and

Communication Skills for Vocational Training" (Larry Mikulecky, Rad A. Drew); "Basic Mathematical Skills for Vocational Education" (Scott W. Gillie, Peter Kloosterman); "Basic Science Skills in Vocational Education" (Debra Moore, Harold Harty); "Computer Literacy and Basic Skills in Vocational Education" (James A. Pershing, Patricia J. Rutan); and "Indians Commission on Vocational and Technical Education Projects and Initiatives: The Impact and Potential of Basic Academic Skills" (Scott W. Gillie). Each paper contains reference lists. (KC)

ED 297 160 CE 050 677

EAD 297 160

CE 050 677

Drew, Rad A. And Others

How To Gather and Develop Job Specific Literacy

Materials for Basic Skills Instruction. A Practitioner's Guidle. The Work-Education Bridge.

Indiana Univ., Bloomington. School of Education.

Spons Agency—Indiana State Commission on Vo
cational and Technical Education, Indianapolis.

Pub Date—88

Grant—ICVTE-305-87-4700

Note—78n.

cational and Technical Education, Indianapolis. Pub Date—88
Grant—ICVTE-305-87-4700
Note—78p.
Available from—Vocational Education Services,
840 State Road 46 Bypass, Room 110, Indiana
University, Bloomington, IN 47405 (\$12.00).
Pub Type—Guides - Non-Classroom (055)
EDBS Price - MF01/PCD4 Plus Postage.
Descriptors—Adult Basic Education, Adult Literacy, Basic Skills, \*Education Work Relationship,
"Instructional Materials, "Literacy Education,
"Material Development, Mathematics Instruction, Porgram Development, Education Education
Identifiers—1/10 Related Literacy
This practitioner's guide was developed for instructors in schools and business and industry who need to gather materials and design, develop, and implement job-specific basic skills programs. It provides a practical model for establishing cost-effective basic skills and literacy programs. It also provides a practical advice about how to use the information to develop instructional materials and basic skills job simulations. The guide covers the following ideas: why take a job-literacy approach?; what is literacy task analysis? needs analysis; and conducting a literacy task analysis. A bibliography is included. Extensive appendixes provide a step-by-step walk-through for gathering or developing materials for a literacy program for a company or industry. They include site interview guidelines, materials for low-literate adult learners, vocabulary exercises, sample lessons, readability formulas, and resources. (KC)

ED 297 161 CE 050 680 McDonagh, John P.
A Study of Curriculum and Program Planning for Vocational-Technical Education in Massa-

Vocational-Technical chusetts.

Assachusetts State Dept. of Education, Boston. Div. of Occupational Education.

Pub Date—Jun 88

Pub Date—Jun 88
Note—129.

Note—129.

Pub Type—Reports - Research (143)

EDRS Price - MFell/PC06 Ples Postage.

Descriptors—\*Enrollment, Postsecondary Education, \*Program Effectiveness, Program Evaluation, \*Program Implementation, \*Program Improvement, Secondary Education, State Programs, \*Technical Education, \*Vocational Education Identifiers—\*Massachus

grams, \*Technical Education, \*Vocational Education
Identifiers—\*Massachusetts
A study reviewed the curriculum and program
development for vocational-technical education in
Massachusetts. Data for analysis were gathered by
the Division of Occupational Education, Massachusetts Department of Education, from division
research, third-party evaluations of vocational-technical education, and reports from other state agencies, as well as from several recent national research
reports. Programs were evaluated in the curriculum
areas for 76 occupations, as well as postsecondary
programs, with enrollment statistics provided for
each. The research also reviewed curriculum development and improvement efforts, such as the Massachusetts Vocational Resource Center, applied
learning programs, competency-based vocational
education, technical committees, and program and
general advisory committees. Recommendations
were made for further development of programs to
serve a wide variety of populations and needs. Extensive appendixes, making up more than half of the
report, include Chapter 74 enrollments for 1987,
V-TECS products, competency-based vocational

education products, and excerpts from the state plan for vocational education.) (KC)

CE 050 681

ED 297 162 CE 050 681
Supphin, Dean, Comp.
Summaries of Research and Development Activities in Agricultural Education Completed in the
United States of America 1986-1987.
State Univ. of New York, ithaca. Coll. of Agriculture and Life Science at Cornell Univ.
Pub Date—Feb 88
Note—156p.
Available from—Department of Education, Cornell
University, 300 Reports Hall Library, 300 (1896)

vailable from—Department of Education, Cornell University, 302 Roberts Hall, Ithaca, NY 14850 (\$9.00)

- Reference Materials - Bibliographies Pub Type-(131)

Pub Type— Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Abstracts, Agricultural Education, Educational Development, "Educational Research, Educational Resources, Program Descriptions, Program Evaluation, Program Implementation, "Research and Development, "Research Projects
This collection contains abstracts of research projects in agricultural education completed from September 1, 1986, to August 31, 1987. Abstracts on a wide array of subjects are arranged by state and indexed by both author and subject. Another section lists titles of research in progress also arranged by state. A total of 166 research abstracts of staff studies have been printed. Of this number, 96 abstracts are of doctoral dissertations, and 35 abstracts are of other staff studies. Twenty-free institutions from 23 states contributed to this volume. ERIC accession numbers for previous regional and national summaries are included near the end of the document, along with a listing of previous national editors. (KC)

ED 297 163 CE 050 684

CE 050 684
Cameron, Walter A.
Training Competencies of Human Resource Development Specialists in Tennessee. Summary Report. Research Series No. 1.
Tennessee Univ., Knoxville. Dept. of Technological and Adult Education.

and Adult Education.
Pub Date—Aug 88
Note—13p.
Pub Type— Reports - Research (143)
EDRS Price - MF0I/PC01 Plus Postage.
Descriptors—Adult Education, Comparative Analysis, Corporate Education, "Educational Needs, "Human Resources, "Labor Force Development, Postsecondary Education, State Surveys, Statewide Planning, "Teaching Skills, "Trainers
Identifiers—"Tennessee
The perceptions of 226 (of 262 contacted) indus-

ing Skills, "Trainers Identifiers—Tennesse
The perceptions of 226 (of 262 contacted) industrial trainers in Tennessee were analyzed to identify the competencies needed by human resource specialists and to determine the competencies that need further development. Respondents were asked to provide various demographic data (including job title, formal education, military experience, amount of experience as a trainer, preparatory training possessed) and to rate the importance of 78 tasks typically performed by industrial trainers. More than 50 percent of the respondents reported performing 63 of the 78 training tasks studied. More than 50 percent rated the need for additional training as important for 69 of the 78 tasks. The degree to which different training tasks were performed varied by geographic area of the state, as well as by respondents deducational background (high school or associate degrees versus higher levels of educational attainment), military experience, and amount of time spent as a trainer. Respondents from companies where they were the only training specialist reported less need for additional training for three administrative tasks than did those from companies employing two to five specialists, and those with less experience reported a greater need for additional training. (MN)

CE 050 685

Beam, Glennie Wright, Patsy
Interactive Laser Video Disc. Health Occupations
Education.
Lincoln County School of Technology, Lincolnton,

NC. Pub Date—88 Note—11

te-31p.
Type— Reference Materials - Directories/Cat-Pub Type— R alogs (132)

EDRS Price - MF0L/PC02 Plus Postage.
Descriptors—\*Allied Health Occupations Education, \*Courseware, Evaluation Criteria, \*Instructional Material Evaluation, \*Interactive Video,
\*Media Selection, Secondary Education, \*Videodistructions of the Court of the Cour

"Media Selection, Secondary Education, "Video-diaks
This module is intended to assist secondary school instructors in selecting and evaluating cour-seware related to the health occupations education curriculum. The main section contains descriptions of 20 pieces of courseware. Each entry includes the following information: title, description, audience, vendor, price, and recommendation. A glossary and bibliography are also provided. Appendixes contain a product/price list of available videodisk hardware, schematics of three different levels of interactivity, and a courseware evaluation sheet. (MIN)

CE 050 686

ED 297 165

Ashmore, M. Catherine, Ed.

Entrepreneurship and Economic Development
Catalysis for Change, Proceedings of the Mee
ing of the National Entrepreneurship Educatio
Consortium (Las Vegas, Nevada, December

Ohio State Univ., Columbus. National Center for Research in Vocational Education. Spons Agency—National Entrepreneurship Educa-tion Consortium. Pub Date—88

Research in Vocational Education.

Spons Agency—National Entrepreneurship Education Consortium.

Pub Date—88
Note—67p.

Pub Type—Collected Works - Proceedings (021) —
Reports - Descriptive (141)

EDRS Price - MF01/PCB3 Plas Postage.
Descriptors—"Business Education, Community Colleges, "Economic Development, "Entrepreneurship, Pederal Legislation, Postacondary Education, "School Business Relationship, "School Role, Secondary Education, Small Businesses, "Statewide Flanning, Two Year Colleges, Vocational Education
These proceedings include the following reports: "Batterpreneurship Education: The Seed of Economic Development" (Gordon Ropp): "A Community College Statewide System" (Randy Grissom); "REAL (Rural Education Action Learning) Enterprises" (June Atkinson); "SBIR (Small Business Innovation Research] Opportunities" (Lou Perry); "The Trade and International Economic Development-Tollege Education Commic Development-Tollege Education (Nelson Ronsvalle); "Partnerships for Economic Development-Introduction" (Nelson Ronsvalle); "Partnerships for Economic Development-Okishoma" (Gene Warner). A list of 1987-1983 members of the National Entrepreneurship Education Consortium, a statement of the consortium's mission, and the agenda of the consortium's December 1987 meeting are also included. (MN)

ED 297 166 CE 050 687

ED 297 166

CE 050 687

Ohio Entrepreneurship Education Grant Winners Showcase (Columbus, Ohio, May 11, 1968).

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.

Pub Date—11 May 83

Note—105p.

Pub Type—Reports - Descriptive (141)

EDBS Price - MP01/PC05 Priss Postage.

Descriptors—"Business Education, Career Awareness, Career Enploration, Counselor Training, "Demonstration Programs, Fatrepreneurship, Ethibits, Pused Curriculum, "Grants, Inservice Teacher Education, Postsecondary Education, School Business Relationship, Secondary Education, Simulation, Vocational Education, Workshops, Youth Programs

Identifiers—"Ohio

This publication contains over 80 descriptions of grant-winning entrepreneurship education programs offered in Ohio public schools. Each program description contains information on some or all of the following: sponsoring school(s), project title, purpose, target population, program format and content, site and time of programs offering, project director; program costs/budget, evaluation methods, anticipated/actual outcomes, and contact per-

son. The following are among the types of programs represented: young entrepreneurs conferences, teacher inservices for entrepreneurship infusion strategies, vocational job fairs and career days, entrepreneurship brochures and media presentations, community-based entrepreneurship promotion programs, a vocational teachers and counselors interngrams, a vocational teachers and counselors internably/visitation program, a program to acquaint female and minority students with successful female and minority entrepreneurs, a simulation to introduce students to the marketing and sales operations, and various guest speaker programs. (MN)

EAD 297 167

Ashmore, M. Catherine Guzman, Geannina
Extrapreneurship Program Database.
Ohio State Univ., Columbus. National Center for
Research in Vocational Education.
Spons Agency—National Entrepreneurship Education Consortium.
Pub Date—88
Note—204-

Note—224p.
Pub Type—Reference Materials - Directories/Cataloga (132) — Reference Materials - Bibliographies (131)

angle (132) reference materials - 50000gtsphies (132) MP01/PC09 Plus Postage.
Descriptors—Abstracts, "Business Education,
Databases, "Entrepreneurship, Instructional Materials, "Lifelong Learning, Postsecondary Education, "Program Development, Program Implementation, Secondary Education, State Programs,
"Statewide Planning, Vocational Education
This publication contains a synthesis of information collected by the National Entrepreneurship
Education Consortium on the efforts of local vocational education programs in the area of entrepreneurship education. The programs described
represent all instructional levels and all areas of the
country. A directory of programs listed by state is neurship education. The programs described represent all instructional levels and all areas of the country. A directory of programs listed by state is provided. This is followed by a directory that lists programs in accordance with the five stages of the National Center for Research in Vocational Education's lifelong entrepreneurship model, i.e., programs focusing on basic skills, competency swareness, creative applications, start-up, and growth. Also included in this directory is a brief section on pertinent teacher education programs. A set of program abstracts constitutes the next sections; 103 programs in 20 states and 2 foreign countries (Samaics and Canada) are presented. Each abstract contains information on the organization sponsoring the program, a contact person, and a description of the program's goals and curriculum and a 13-page section on curriculum and resources used covers the following materials: books and texts, curriculum guides, publications, films and videotapes, computers, transparencies, and programs. Twelve 1987 and eighteen 1988 state leadership activity reports are included. The entrepreneurship program questionnaire used to collect the data in this guide has also been provided. (MN)

ED 297 168 CE 050 689

ED 297 168

CE 050 689

State Technical Committees. State of the Art. A
Resport on the Status of State Technical Committees Authorized by the Carl D. Perkins Vocational Education Act of 1984.

East Central Network for Carriculum Coordination. Springfield, IL.; National Alliance of Business, Inc., Washington, D.C.

Pub Date—88

Note—95p.
Available from—National Alliance of Business,
1015 15th Street, NW, Washington, DC 20005.

Pub Type—Reports - Research (143)

EDRS Price - MP91 Plus Postage. PC Not Available from EDRS.

Descriptors—"Advisory Committees, Educational
Legislation, Federal Legislation, National Surveys, Postaccondary Education, \*Program Development, Program Effectiveness, Secondary
Education, Statewide Planning, "Technical Assistance, "Vocational Education
Identifiers—Carl D Perkins Vocational Education
Act 1984

Identifiers—Carl D Perkins Vocational Education Act 1984
This report summarizes the result of a national survey of state blaison representatives for vocational education. Forty-seven responses (83 percent) document composition of technical committees, amount of work completed, and occupational areas for which task lists were created. An introduction presents survey results. Section I contains individual state summaries. States are listed according to the six regions serve/ by the Curriculum Coordination Centers. The summaries provide an overview of

the way in which each state is meeting its legislative mandate under the Perkins Act. Each summary identifies the areas of committee responsibility, explains particular committee characteristics, and includes information regarding the relationship between the state agency and state council on vocational education. Section II consists of a table that identifies the states—listed alphabetically—and occupational area/title for which the committees will develop a task list or inventory of skills. Section III contains information on the stages of development, progress, size of committees, their composition, responsibilities, and occupational areas for each task list. Matrix A identifies the National Network for Curriculum Coordination in Vocational and Technical Education region, state, and occupational area and/or title for which technical committees were established. Data are organized in four categories: planning stage, generalized areas, oore content areas, and vocational education service areas. Matrix B categories the state technical committees by focus and a host of operational descriptors. A glossary and list of state liaison representatives complete the document. (YLB)

ED 297 169

CE 050 690

Women in Poverty: Training for Independence.
Second Edition.
National Alliance of Business, Inc., Washington,

D.C.

Spons Agency—Dayton-Hudson Foundation, Min-neapolis, MN. Report No.—ISBN-0-88713-634-6 Pub Date—88

Spons Agency—Dayton-Hudson Foundation, Minneapolis, MN.
Report No.—ISBN-0-88713-634-6
Pub Date—88
Note—76p.
Available from—National Alliance of Business
Clearinghouse, 1015 15th Street, NW, Washington, DC 20005 (publication no. R003244-57.95).
Pub Type—Reports - Descriptive (141)
EDRS Price - MF01 Pus Postage, PC Not Available from EDRS.
Descriptors—Adult Education, Economically Disadvantaged, \*Employment Problems, \*Employment Programs, \*Females, \*Job Training, \*Unemployment, \*Welfare Recipients, Welfare Services
This report provides information about programs that can be replicated and resources that can be tapped to design and implement strategies for helping women on welfare become productive employees. The first part describes major welfare programs in the United States and welfare-to-work programs in the United States and welfare-to-work programs in the United States are presented for Massachusetts, New York, California, Maryland, and Pennsylvania. A brief compilation of the programs available throughout the United States is given in a table showing the status of welfare-to-work programs in the 50 states. The second part of the report features case studies of employment and training programs oriented to welfare recipients in 15 communities around the nation. They include Toledo, Ohio; Coffeyville, Kansas; Chautauqua, New York; Wausau, Wisconsin; Arkansas; Charleston, West Virginis; Sturgeon Bay, Wisconsin; Phoenix, Arizona; Allentown, Pennsylvania; St. Paul, Minnesota; Albuquerque, New Mexico; St. Johnsbury, Vermont; Pittsburgh, Pennsylvania; St. Paul, Minnesota; and New York; New York. Appendixes provide a directory of welfare-to-work program contacts in each state and a bibbiography. (YLB)
ED 297 170
Werkforce Reduction Committees. A Labor/Man.

ED 297 170

Workforce Reduction Committees. A Labor/Management Approach.

Department of Labor, Washington, D.C.; National Alliance of Business, Inc., Washington, D.C.; Vermont State Dept. of Employment and Training, Montaning. Montpelier. Report No.—ISBN-0-88713-813-6 Pub Date—88

Pub Date—38 Note—26p. Available from—National Alliance of Business Clearinghouse, 1015 15th Street, NW, Washing-ton, DC 20005 (\$5.00; 25 or more: \$3.50 each). Pub Type—Guides - Non-Classroom (055) EDRS Price - MP01 Plus Postage, PC Not Avail-shie from EDRS.

able from EDRS.

able from EDRS.

Descriptors—Adult Education, \*Committees,
\*Dislocated Workers, Dismissal (Personnel), Employer Employee Relationship, Job Placement,
Labor Relations, \*Outplacement Services (Employment), Participative Decision Making, Personnel Policy, \*Reduction in Force,
Unemployment mployment resource guide outlines the labor/manage-

ment approach supported in the new legislation regarding worker dislocation and training. It provides companies and unions with the initial information necessary to establish a labor/management committee. Section I discusses the benefits to employers of establishing a work force reduction committee in advance of worker layoffs. Section 2 focuses on the financial resources available to support the work of the committees and dislocated worker assistance services. They include federal/state funds, employer/union contractual funds, and funds for training and reemployment services that have been exmarked by many companies experiencing major reorganization. Section 3 presents a series of steps in a typical sequence for formation of a committee. It recommends the accomplishment of several steps during each meeting, so that the entire process can be completed in three or four short meetings. Section 4 outlines the essential elements of a committee and the specific duties (roles and responsibilities) of the chair and members. The final section addresses the first steps in developing a program plan and identifying services. A resource and contact list is appended. (YLB)

CE 050 692

Measuring Up. Planning and Managing with Performance Standards-PY (Program Year) 88.

National Alliance of Business, Inc., Washington, D.C. CE 050 692

Spons Agency—Department of Labor, Washington, D.C.

D.C.
Report No.—ISBN-0-88713-604-4
Pub Date—86
Note—65p.; Original version was written by the
Employment and Training Institute, Inc. and
funded by the New Jersey Department of Labor.
Available from—National Alliance of Business
Clearinghouse, 1015 15th Street, NW, Washington, DC 20005 (Related software package—
399.00; annual updates—\$50.00).
Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Avallable from EDRS.
Descriptors—Adult Education, \*Employment Programs, Pederal Legislation, Federal Programs, Potental Legislation, Federal Programs, and the state of the sta

ED 297 172

CE 050 693

Entrepreneurial Graduates of Minnesota's Technical Institutes.

Minnesota State Council on Vocational Technical Education, St. Paul.

Pub Date—May 87

Note—61p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Business Administration, \*Entrepreneurship, Graduate Surveys, Postsecondary Education, \*Small Businesses, State Surveys, \*Technical Institutes, \*Vocational Education, 

"Vocational Followup Identifiers—Minnesota
Responding to surveys by the State Surveys.

Responding to surveys by the State Council on

Vocational Technical Education, Minnesota's technical institutes identified 1,169 of their students who graduated during the 10-year period prior to 1984 and who subsequently established or purchased business enterprises. The collection and analysis of these data represented key steps by the Council, in cooperation with the State Board of Vocational Technical Education and technical institutes, to establish a database on entrepreneurial graduates of postsecondary vocational technical education in Minnesota. Data compiled thus far revealed significant findings regarding the relationship of vocational technical education to entrepreneurial initiatives. The 730 entrepreneurial graduates who hired one or more employees averaged 5.3 employees. No employees were hired by 407 graduates. Sixty-three percent established rather than purchased their businesses. Approximately two-thirds of the enterprises established arange of enterprises. Ninety-eight percent were in businesses related to their vocational programs. Five of the 12 vocational program groups in the technical institutes accounted for 82 percent of all the graduates, with the industrial trades accounting for 56 percent. (YLB)

Equity for Targeted Populations in Vocational Technical Education. Minnesota State Council on Vocational Technical Education, St. Paul. Pub Date—Jun 87 Note—57n

Minnesota State Council on Vocational Technical Education, St. Paul.
Pub Date—Jun 87
Note—579.
Pub Type— Reports - Research (143)
EDBS Price - MP6I/PC03 Plus Pestage.
Descriptors—"Access to Education, Adult Education, "Disabilities, Disadvantaged, Dislocated Workers, Displaced Homemakers, "Equal Education, Postsecondary Education, Prisoners, Secondary Education, Sex Discrimination, "Sex Fairness, "Vocational Education Identifiers—Minnesota
This report explores the extent to which equity in vocational programs is afforded targeted populations in Minnesota-the handicapped and disadvantaged, adults in need of training and retraining, single parents, displaced homemakers, incarcerated criminal offenders, and participants in sex equity programs. Following an introduction, section III considers three aspects of equity: barriers to excelling, barriers to learning, and outcomes. Section III contains profiles of II secondary and postsecondary students who represent the targeted populations. These profiles are either a summary of one individual or a composite of the experiences of more than one student, with a focus on equity issues. Section IV focuses on services that are specifically designated to serve targeted populations or that directly promote equity in vocational education. The services are available within the state system but vary from institution to institution. Section V makes eight recommendations regarding marketing and recruitment, career counseling, job placement services, commitment to serve targeted populations, quality of life and learning, and coordination with other agencies. (YLB)

ED 297 174 CE 050 695

ED 297 174

CE 050 695

Enhancing the Program Evaluation Process in Minacouta's Technical Institutes: Four Recommendations.

Minneota State Council on Vocational Technical Education, St. Paul.

Pub Date—Doe 86

Note—349.

Pub Type— Reports - Research (143) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors— Institutional Research, Postsecondary Education, \*Program Evaluation, School Districts, \*Self Evaluation (Individuals), \*Technical Institutes, \*Vocational Education

Identifiers—Minnesota

The Minnesota State Council on Vocational Technical Education offers four recommendations on the instructional program evaluation process.

The first is addressed jointly to the State Board of Vocational Technical Education and the school boards administering Minnesota's technical institutes. It urges cooperative efforts to improve procedures and define roles and responsibilities relative to the execution of all phases of the evaluation process.

The council speaks to the importance of having fully operational institutional research and planning

functions in the technical institutes to address each phase more systematically. The second recommendation is addressed to school board members, who are urged to build upon the steps outlined in the first recommendation. The council suggests that they develop and employ strategies to ensure within each technical institute district a broad base of active participation in the evaluation process and a comprehensive understanding of each phase by all district participants. The third recommendation is addressed to the state board and focuses on concerns regarding on-site evaluators, namely their appointment, assignment, orientation, preparation, and compensation. In its fourth recommendation, the council suggests that the board clearly define the role of the state program specialists relative to the evaluation process and develop strategies to ensure the execution of their role and responsibilities. The appendix includes a report on the program evaluation process in Minnesota's technical institutes. (YLB)

tion process in Minnesota's technical institutes. (YLB)

ED 297 175

CE 050 696

Partnershlp Initiatives Involving Vocational Technical Education is Minnesota.

Minnesota State Council on Vocational Technical Education, St. Paul.

Pub Date—Mar 88

Note—48p.
Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Pestage.
Descriptors—Adult Vocational Education, "Advisory Committees, Carcer Education, Disabilities, "Equal Education, Nontraditional Occupations, or Committees, Carcer Education, Disabilities, "Equal Education, Nontraditional Occupations, Postsecondary Education, "School Disuiness Relationship, "School Community Relationship, Secondary Education, Sex Pairness, State Programs, "Vocational Education in Hunselfers—Minnesota, "Partnerships

This report presents case studies that examine more than 30 examples of public-private partnerships involving vocational-technical education in Minnesota. These case studies address the nature and scope of private sector involvement in vocational technical education in Minnesota the contribute to successful private sector involvement, and what should be done to sustain and expand successful private sector involvement, and what should be done to sustain and expand successful private sector involvement, and what should be done to sustain and expand successful private sector involvement. Chapter 1 discusses the meaning and some of the dimensions, development patterns, objectives, and types of partnerships involved in vocational technical education. Chapter 2 examines the civic or grassroots partnerships involved in vocational technical education. Chapter 5 tells of partnerships sand evolved over time into Inhapter 4. These are arrangements that originated as simple civic partnerships sand evolved over time into Inhapter 4. These are arrangements that originated as simple civic partnerships sand evolved over time into Inhapter 4. These are arrangements that originated as simple civic partnerships sand evolved over time into Inhapter 4. These are arrangements that o

CE 050 698 ED 297 176

ED 297 176

CE 050 698
Participation of Handicapped in Apprenticeship:
The State-of-the-Art.
National Association for Industry - Education Cooperation, Buffalo, N.Y.
Spons Agency—National Inst. of Handicapped Research (ED), Washington, DC.
Pub Date—Mar 87
Grant—G008535137
Note—89p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—"Accessibility (for Disabled), Access to Education. "Apprenticeships. "Demonstration Programs, "Disabilities, Educational Opportunities, Educational Policy, Educational Practices, Education Work Relationship, "Earoliment Trends, Outreach Programs, "Participation, Programs Content, Research Needs, Special Programs Content, Research Needs, Special Programs.

grams, State of the Participation of handi capped individuals in apprenticeship programs Data for this state-of-the-art review were gathere from an extensive review of the existing literature interviews, mail and telephone surveys, site visits tions, and structured meetings. It was found that the

number of handicapped persons participating in apprenticeship represents less than 2 percent (and very probably less than 1 percent) of the total apprentice population. Education and rehabilitation professionals tend to relate the factors facilitating or acting as barriers to disabled persons' participation in apprenticeship to systemic features of the apprenticeship system. On the other hand, representatives of apprenticeship tend to see these same factors more in terms of the characteristics of individuals and requirements of the trades. The information footh statistical and descriptive) available on handicapped persons' participation in apprenticeship is ilimited, anecdotal, and related primarily to special projects. Four successful apprentice programs including disabled persons were documented. A strong effort in public relations is needed to inform employers, union leaders, parents, and the general public of opportunities for handicapped persons in apprenticeship. Fifty references are cited. (Appendizes include lists of key federal and state agencies and national and international organizations concerned with apprenticeship and education and training for handicapped persons.) (MN)

ED 297 177 CE 050 699 Hodges-Copple. John
Developing a More Productive Southern Workforce: State Skills Corporations. Feresight.
Model Programs for Economic Development.
Southern Growth Policies Board, Research Triangle
Park, N.C.
Pub Date.

Anodel Programs for Economic Development.
Southern Growth Policies Board, Research Triangle
Park, N.C.
Pub Data—Feb 88
Note—24p.
Available froen—Southern Growth Policies Board,
5001 South Miami Blvd., P.O. Box 12293, Research Triangle Park, NC 27709 (\$3.00).
Pub Type—Reports - Descriptive (141)
EDBS Prics - MF91/PC01 Plas Pestage.
Descriptora—Agency Cooperation, "Cooperative Programs, Demand Occupations, "Cooperative Programs, Demand Occupations, "Cooperative Programs, Demand Occupations, "School Business Relationship, "Industrial Training, Institutional Cooperation, "Job Training, Postsecondary Education, "Retraining, "School Business Relationship, Skill Development, "State Programs Identifiers—"State Skills Corporations are public /private ventures designed to increase the supply of skilled workers in a state. Using public funds matched by private dollars, the corporations bring business and chucational institutions together to train workers for skilled occupations. One of the principal goals of the corporations is to establish an organizational framework for developing a more productive work force that can outlast particular government employment training programs, such as the current federal Job Training Partnership Act or its predecessor, the Comprehensive Employment and Training. Act. The skills corporations strive to build capacity in the state educational system to train and retrain workers and to establish ongoing contact between the business and education communities. The first skills corporation was created in Massachusetts and the two southern program in Plorida, Kentucky, (KC)

ED 297 178 CE 050 702 More Practice for Future Profession. The Fach-bochachalon in the Federal Republic of Germany, Education and Science (Bildung and Wissen-schaft) BW 1988 Nr. 5/6(a). inter Nationes, Bonn (West Germany). Pub Date-88

Inter Nationes, Bonn (West Germany).
Pub Date—88
Note—379.
Pub Type—Reports - Descriptive (141)
EDRS Price - MF91/PO2 Plus Pastage.
Descriptors—Admission Criteria, "College Programs, Educational Change, Educational History,
Educational Objectives, Experiential Learning,
Poreign Countries, Putures (of Society), Oraduation Requirements, Higher Education, "Outtooms of Education, "Program Content,
"Program Development, "Technical Education,
Vocational Education
Identifiers—"Fachhochachulen, "West Germany
The present-day German Fachhochachulen were
established following an agreement on standardization of the Fachhochachules ystem throughout the
Prederal Republic of Germany in October 1965. The
primary mission of Fachhochachulen is to provide
short-term, more practice-related courses with a scientific or artistic basis, particularly in the fields of
engineering, economics, social science, agriculture

and nutrition, and design. Students entering a Fachhochschule must have completed the equivalent of
the 11th grade; students who have completed 12 or
13 grades are allowed to enter the second year of the
program. Courses of study have been arranged so
that they can be completed in 3 to 3.5 years. As of
1986, 122 of the 242 institutions of higher education
in the Federal Republic of Germany were Fachhochschulen. They accounted for 20.4 percent of
the total enrollees in higher education. The Fachhochschulen are generally regarded as an indispenable part of the higher education system. Although
not intended to educate people for the country's top
positions, Fachhochschulen prepare graduates for a
broad spectrum of professional opportunities. (MN)

CE 050 703

Burfisher, Mary E.

How the Dollar's Value Affects U.S. Farm Exports
to Developing Countries. Foreign Agricultural
Economic Report Number 237.
Economic Research Service (DOA), Washington, D.C.

-Jul 88

D.C.
Pub Date—Jul 88
Note—27p.
Available from—Superintendent of Documents,
U.S. Government Printing Office, Washington,
DC 20402; microfiche copies—National Technical
Information Service, 5285 Port Royal Road,
Springfield, VA 22161 (\$6.95).
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—"Agricultural Production, Developed
Nations, "Developing Nations, "Economics," Exports, "International Trade, "Monetary Systems Identifiers—"Currency Devaluation
United States exports may not necessarily increase when the dollar falls on the world market.
Conventional thinking is that a weaker dollar means more demand for U.S. products because they become less expensive than goods from countries with stronger currencies. However, developing countries whose export revenues are denominated in the weaker dollars they earn on their exported goods buy less on the world market. When the dollar slumps, therefore, U.S. farm product sales to some developing countries may also drop. An analysis of the effects of changes in currency exchange rates from 1980 to early 1987 on the capacity of 14 developing countries have shown modest improvements. The three top U.S. farm markets among the 14 developing countries have shown modest improvements. The three top U.S. farm markets among the 14 developing countries have shown modest improvements. The three top U.S. farm markets among the 14 developing countries have shown modest improvements. The three top U.S. farm markets among the 14 developing countries have shown modest improvements. The three top U.S. farm markets among the 14 developing countries have shown modest improvements.

ED 297 180

ED 297 180 CE 050 705

Recent Pinancial Gains Helping Farmers With-stand Drought, Agriculture Information Bulletin Number 543.

Economic Research Service (DOA), Washington,

D.C.

D.C.
Pub Date—Aug 88
Note—13p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage,
Descriptors—Agricultural Production, \*Agriculture, Credit (Finance), \*Economic Climate, Economic Pactors, Farmera, \*Federal Aid, \*Finance Reform, \*Financial Policy, \*Financial Problems, Public Policy.

nomic Pactors, Farmers, Federal Aid, Filiance Reform, Financial Pobley, "Financial Problems, Public Policy (Pinancial Problems, Public Policy) and Policy, "Financial Problems, Public Policy (Pinancial conditions began to improve in the mid-1980s. Higher livestock returns, lower production costs, rising land prices, increased lender stability, and fewer tax-driven incentives to borrow and invest are among the factors that eased darm financial stress in 1987. Real net income in 1987 was more than 75 percent higher than during the recession years from 1980 to 1983. Cash income of livestock farmers, who fared better than crop farmers, climbed about \$9\$ billion between 1985 and 1987. However, 1 out of 10 commercial farms (those producing \$40,000 or more in 1 year) still faced the risk of loan default going into 1988. Those most at risk are livestock farmers with high debt, cash grain farmers with low debt and crop failure. Although it is too early to assess the economic effects of the 1988 drought, it is apparent that agriculture's recent financial improvement will lessen its financent financial improvement will lessen its financent financial improvement will lessen its financial improvement will

cial repercussions. In particular, cash flow and bal-ance sheet gains that accrued in 1987 are providing farmers with more of a financial cushion than ex-isted in 1985-1986. (MN)

ED 297 181 CE 050 706

Shune, Mathew D., Ed.
Trade and Development: Proceedings of the Winter 1986 Meeting of the International Agricultural Trade Research Consortium (Texcoco,
Mexico, December 1986).
Economic Research Service (DOA), Washington,

Mexico, December 1986).

Economic Research Service (DOA), Washington, D.C.

Report No.—AGES870928
Pub Date—Jul 88
Note—180p.
Pub Type—Collected Works - Proceedings (021)—Cpinion Papers (120)—Reports - Research (143)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—\*Agricultural Production, Agricultural Trenda, Agricultural Production, Agricultural Trenda, Agricultural Production, Agricultural Trenda, Agricultural Production, Public Policy Identifiers—Corn, Wheat
Three levels of papers are contained in this proceedings. The first set contains full research papers presented during the theme day of the meeting. The following papers were given: "International Trade and Factor Movements in Development Theory, Policy, and Experience" (T. N. Srinivasan), "Government in the Process of Trade and Development" (Terry Roe and Mathew Shane); "Technological Potential for Increasing Crop Productivity in Developing Countries (Robert Hercti); "Changing Paters of Consumption Underlying Changes in Trade and Agricultural Developments, Development "Lucio Reca); and "Trade and Developments, Use Robert (Mathew Shane); "The second set is a group of four papers on the Centro Internacional de Mejoramiento de Maize y Trigo (CIMMYT): 'The Booling Role of CIMMYT: Some Issues for World Food and Agriculture" (Don Winkleman); "The Green Revolution: The Role of CIMMYT) and What Lies Ahead" (Norman Borlaug); "CIMMYT and CIMMYT and CIMMYT

ED 297 182 CE 050 707 Buckley, Katharine C. And Others
U.S. Frait and Vegetable Processing Industries.
Economic Research Service (DOA), Washington, D.C.

D.C.

Report No.—AGES880216

Pub Date—Aug 88

Note—370p.

Pub Type— Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC15 Plus Postage.

Descriptors—Consumer Economic Chemate, \*Economic Factors, \*Exports, \*Federal Regulation, \*Food Processing Occupations, Futures (of Society), \*Government Role, Technological Advancement

vancement Identifiers—\*Fruits, \*Vegetables Because of shifts in consumer tastes and preferences, demographics, technology, government regulation, and the expanding interdependence of world markets, the United States fruit and vegetable processing industries must operate in a constantly changing and uncertain economic environment.

U.S. per capita use of processed fruits and vegetables is growing, thanks to improved distribution and availability, introduction of new product forms, beta storage facilities, increased advertising and peromotion, and increasing health conaciousness among Americans. Increases in income will likely lead to increased purchases of fresh vegetables (versus processed) but will likely result in more use of processed fruit products. Changes in production have largely accompanied changes in consumer demand, and the use of forward contracts to guarantee supply has further shifted control from the food production to the food processing subsector. Increasing consumer pressures have led to more strenuous enforcement of such government regulations as labeling laws, pesticide laws, and grading standards. The growing internationalization of the U.S. fruit and vegetable processing industries has increased the importance of uncertain macroecomomic and trade policies for these industries. (More than half of this document consists of statistical tables on U.S. fruit and vegetable production, use, and export.) (MN)

CE 050 710

Glauber, Joseph W.
Generic Certificates. Agricultural Economic Report Number 594.
Economic Research Service (DOA), Washington,

D.C Pub Date—Aug 88 Note—24p.; Document is printed with colored

Pub Date—Aug 88
Note—24p.; Document is printed with colored type.
Pub Type— Reports - Research (143)
EDRS Price - MP91/PC91 Plus Pestage.
Descriptors—"Agricultural Production, Agriculture, Comparative Analysis, Federal Legislation, "Federal Programs, "Financial Support, "Grains (Food), "Program Costs
Identifiers—"Food Security Act 1985, "Generic Certificates (Agriculture)
The Food Security Act of 1985 authorizes the U.S. Department of Agriculture to issue generic certificates in lieu of cash payments due to program participants and merchants of agricultural products under provisions of several programs. The certificates may be used to acquire stocks held as collisteral on government loans or owned by the Commodity Credit Corporation (CCC). These certificates offer producers and merchants advantages when they are exchanged for crops held under loan or owned by the CCC, and they have freed up stocks that might not have been marketed. Although the costs of using certificates likely exceeded the costs of issuing those payments in cash during flacal 1987, generic certificate costs are projected to range between 93 and 99 percent of cash costa during flacal 1987, generic certificates costs are projected to range between 93 and 99 percent of cash costa during flacal 1987, generic certificates of same redeemed as of May 31, 1988. Approximately 72 percent of wheat, and the remainder for various other commodities the duning fload 1987 percent for wheat, and the remainder for various other commodities the duning fload 1987 percent for wheat, and the remainder for various other commodities held under loan or owned by the CCC. One concern that has been raised is that, by freeing up government-owned stocks, certificates may dampen prices and thus increase deficiency payments. (MW)

ED 297 184

Barnard, Charles H. Hexem, Roger
Major Statistical Series of the U.S. Department of
Agriculture, Volume 6: Land Values and Land
Use. Agriculture Handbook No. 671.
Economic Research Service (DOA), Washington,
D.C.

D.C.
Pub Date—Aug 88
Note—27p.
Available from—National Technical Information
Service, 5285 Port Royal Road, Springfield, VA Service 22161.

Service, 3265 Fort Royal Road, Springheid, VA 22161.

Pub Type— Numerical/Quantitative Data (110)

EDRS Price - MF0L/PC02 Plus Postage.

Descriptors— Agriculture, Citations (References),
Cost Indexes, "Income, "Information Sources,
"Land Use, "Research Methodology, Statistics
This volume describes how the statistical series on agricultural land values and on acreages of cropland and other land in the United States are constructed and used. It identifies sources of current and historical data and information used in constructing the series. The first section examines agricultural land values and rents, including farmland values, agricultural rents, transactions, U.S. Department of Agriculture Farmland Value Surveys, and the June Enumerative Survey. The second section covers land use-definitions, sources of data, and major uses of land. A list of 41 references is included in the

report. (KC)

ED 297 185 CE 050 713 ED 27 185

CE USU 713

Aheam, Mary And Others

Farming-Dependent Counties and the Financial

Well-Being of Farm Operator Households, Agriculture Information Bulletin Number 544.

Economic Research Service (DOA), Washington,

D.C.
Pub Date—Aug 88
Note—17p.
Pub Type— Reports - Research (143)
Pub Type— Reports - Research (143)
Pub Type— Service - MF01/PC01 Plus Postage.
Descriptors—Adults, "Agricultural Production, "Agricultural Production, "Agriculture, Economics, "Farmers, "Farm Management, Government Role, "Income, "Public Policy Identifiers—"Counties

agement, Government Role, \*Income, \*Public Policy Identifiers—\*Counties

The financial well-being of farmers varies with the local economy's dependence on farming. Farming-dependent counties (where farming contributes at least 20 percent of the county's total earnings in 1980-84), offer limited nonfarm employment opportunities. These operators earn high farm incomes but face large debts. Declining land values have lowered their equity positions. Government payments provide a larger share of their incomes than for farms in other areas because these farmers specialize in producing crops included in farm commodity programs. Farms in counties not so dependent on agriculture are smaller, produce a greater quantity and variety of crops, rely less on farming for income, and have better equity positions. Average farmland values in these counties are higher because farming competes with other business, residential, and recreational land uses. A change in government agricultural policy, especially in the direction of overall reduction in payments or direct payments to low-income farm-dependent counties. (KC)

ELD 297 186

Cox. E. Jane Oliveira, Victor J.

Agricultural Work Force Households: How Much
Do They Depend on Farming? Background for
Agricultural Policy. Agriculture Information
Bulletin Number \$47.

Economic Research Service (DOA), Washington,
D.C.

Pub Date—Jul 88 Note—5p.

Dub Date—Jul 88

Note—5p.
Pub Type— Reports - Research (143)
EDRS Price - MF61/PC01 Plus Postage.
Descriptors—Agricultural Occupations, "Employment Patterns, "Family Characteristics, "Farm Occupations, Heads of Households, "Income, "Labor Force Identifiers—"Agricultural Work Force Survey, According to data from the 1985 Agricultural Work Force Survey, over 13.5 million of the 17.6 million agricultural work force household members (77 percent) lived in households headed by a farm worker. Some farm workers worked on the farm as their primary job, whereas others primarily worked off the farm. Farm work was an occasional form of employment for an additional group of workers, primarily students and homemakers who were unemployed or not in the labor force most of the year. Most agricultural work force households do not depend totally on farm work for income. Thus, farm income cannot be completely equated with household income. Farm workers primarily employed in farm work headed about 29 percent of all agricultural work force households. Over one-third of all farm workers, or 5 million people, lived in these households, including almost half of all farm operact, of the process of

CE 050 715 CC 050 715
Crowder, Brudley M. And Others
Agriculture and Water Quality. Issues in Agricultural Policy. Agriculture Information Bulletin
Number 548,
Economic Research Service (DOA), Washington,
D.C.

D.C.
Pub Date—Aug 88
Note—8p.
Pub Type— Reports - Research (143)
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Agricultural Production, Agriculture,

\*Economics, Energy Conservation, Farm Ma agement, Federal Regulation, \*Land Use, Sc Conservation, \*Water Pollution, \*Water Qualit \*Water Resources

Conservation, "water Pollution, "Water Quality,
"Water Resources
Agriculture generates byproducts that may contribute to the contamination of the United States'
water supply. Any effective regulations to ban or
restrict agricultural chemical or land use practices in
order to improve water quality will affect the farm
economy. Some farmers will benefit; some will not.
Most agricultural pollutants reach surface waterways in runoff; some leach through soil into ground
water. Because surface water systems and ground
water systems are interrelated, farm management
practices need to focus on water quality in both
systems. Modifying farm management practices
may raise production costs in some areas. Farmers
can reduce runoff losses by reducing input use, implementing soil conservation practices, and changing land use. Also at issue is who should pay for
improving water quality: farmers, governments,
consumers, or those who benefit from improved water quality. (Author/KC)

ED 297 188 CE 050 718
Kirchner, Charles, Ed.
Managing a Small Business Incubator.
Illinois State Dept. of Commerce and Community
Affairs, Springfield.
Pub Date—Sep 86
Note—57p; For related documents, see CE 050
719-720.

Note—57p.; For related documents, see CE 050 719-720.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MFDI/PCB Plus Pestage.
Descriptors—Adults, "Business Administration, Cooperative Programs, "Entrepreneurship, "Facilities, Financial Support, "Program Administration, Program Development, "Small Businesses Identifiers—"Illinois, "Small Businesses Identifiers—"Illinois, "Small Businesses Indentifiers—"Illinois, "Small Business Indentifiers—"Illinois ery growing businesses can locate and operate at a much lower overhead cost than in conventional space where market rates prevail. Incubator facilities are characterized by access to shared, centralized services such as clerical and administrative help, receiving and shipping facilities, conference rooms, computers and word processors, and business assistance resources. Incubator facilities are generally targeted toward small firms that may lack the management echnical, and financial ability to survive on their own. Developed by the Illinois Department of Commerce and Community Affairs, this guide provides guidelines on the management aspects of a small business incubator staffing, marketing the facility, tenant selection, support services, business assistance, financial aids for tenants, operating budget guidelines, and other areas that will generally be of concern to a new incubator manager or management organization. (KC)

ELD 297 189

Kirchner, Charles, Ed.

Starting a Small Business Incuhator. A Handbook for Sponsors and Developers.

Illinois State Dept. of Commerce and Community Affairs, Springfield.

Pub Date—[85]

Not—43p.; For related documents, see CE 050 718-720.

Pub Type—Guides - Non-Charment (1945)

Note—43p.; For related documents, see CE 050 718-720.

Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adults, \*Business Administration, Case Studies, Cooperative Programs, \*Entrepreurship, \*Facilities, \*Financial Support, Program Administration, Program Development, \*Small Businesses Identifiers—\*Illinois, \*Small Business Incubators

An increasingly popular economic development tool to improve the success rate of new firms is the small business incubator. These are buildings in which a number of new or growing businesses can locate and operate at a much lower overhead cost than in conventional space where market rates prevail. Incubator facilities are characterized by access to shared, centralized services such as clerical and administrative help, receiving and shipping facilities, conference rooms, computers and word processors, and business assistance resources. Incubator facilities are generally targeted toward small firms that may lack the management, technical, and financial ability to survive on their own. This handbook discusses the small business incubator concept, outlines some general characteristics of in-

cubator facilities, and provides information on technical and financial assistance for incubstor development. In addition, the handbook contains a series of brief case studies on small business incubators that have been established throughout the country and in Illinois. (KC)

CE 050 726.

Guidelines for Determining the Feasibility of a Small Besiness Incubator.

Illinois State Dept. of Commerce and Community Affairs, Springfleid.

Pub Date—Nov 85

Note—24p.; For March 1988.

ote-24p.; For related documents, see CE 050 718-719.

Pub Date—Nov 85
Note—24p; For related documents, see CE 050
718-719.
Pub Type—Guides - Non-Clasaroom (055)
EDRS Price - MF0L/PC01 Plus Pestage.
Descriptors—Adults, "Bustiness Administration,
Cooperative Programs, "Entrepreneurship, "Pacilities, "Feasibility Studies, Financial Support,
Needa Assessment, Program Administration,
Program Development, "Small Businesses Incubators
An increasingly popular economic development tool to improve the success rate of new firms is the small business incubator. These are buildings in which a number of sew or growing businesses can locate and operate at a much lower overhead cost than in conventional space where market rates prevail. Incubator facilities are characterized by access to shared, centralized services such as clerical and administrative help, receiving and shipping facilities, conference rooms, computers and word processors, and business assistance resources. Incubator facilities are generally targeted toward small firms that may lack the management, technical, and financial ability to survive on their own. As an aid to potential incubator sponsors and developers, this booklet offers guidance in determining the feasibility of a small business incubator. Information is included or doing an incubator market nanlysis (accessing the level of entrepreneurial activity, analyzing characteristics of the economic base and of large business purchases, determining supply and demand for commercial space, and assessing the mall business support network). Guidelines for incubator implementation include information on establishing a formal working group and an appropriate focus, locating and selecting a building, and developing a financial plan. Worksheets are provided for use in analysis. (KC)

ED 297 191 CE 050 721 Design and Drawing for Production. Syllabus. Field Test Edition II. New York State Education Dept., Albany. Pub Date—88

Pub Date—18
Note—101p.
Pub Type— Guides - Classroom - Teacher (052)
EDBS Price - MP91/PC05 Piss Postage.
Descriptors—Behavioral Objectives, Decision
Making, \*Design, Designers, \*Engineering Drawing, High Schools, \*Industrial Arts, Learning Activities, Lesson Plans, Mechanical Design
Technicians, \*Problem Solving, Secondary Education, \*Statewide Planning, \*Trade and Industrial Education
Identifiers—Computer Assisted Design, \*New

Identifiers—Computer Assisted Design, "New York This syllabus, which replaces the New York State Education Department publication "Mechanical Drawing and Design," is intended for use in teaching a high school course in design and drawing for production. The materials included in the guide reflect a shift away from the conventional methods of teaching design and drawing to a greater emphasis on the design problem-activing approach. The following topics are covered in the individual sections of the guide: goals and objectives; scope and sequence; evaluation strategies; the design/production process, sample design activity briefs (each of which includes the technical drawing area adversed, historical references, skills, the link between the activity and an actual production environment, and student requirements and evaluation criteria), a design activity brief constants chart, and a selected bibliography. Appendixes deal with computer-assisted design and drawing, materials and supplies, potential health risks in the clasaroom, students with handicapping conditions, educating gifted students, sequence credit, the visual arts and high school technology education sequences, and a four-unit drafting sequence. (MN)

CE 050 730 ED 297 192

Gatton, Nancy Daniels, Patricia
Guidalines: Writing for Adults with Limited Reading Skills.
Food and Nutrition Service (DOA), Washington,

Food and Nutrition Service (DOA), Washington, D.C.

D.C.

Pub Date—Feb 88

Note—25p.

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF91/PO1 Plus Postage.

Descriptors—\*Adult Basic Education, Content Analysis, Difficulty Level, \*Expository Writing, \*Functional Reading, 'Instructional Materials, \*Material Development, Readability Formulas, Reading Comprehension, \*Writing Skills This guide is intended for use in developing informational materials intended to be read by adults with limited reading skills. Most of the examples used throughout the guidelines relate to food and utrition; however, the concepts they illustrate are applicable to any topic. The following topics are covering: knowing a written message's intended audience; deciding on and organizing the message to be conveyed; writing the message (tips on using headings); using illustrations to support the message; formatting to get attention (tips on design and layout, lettering, and visual design); pretesting before production; using a checklist for written materials; and using word lists and readability formulas. A list of selected references and user evaluation form are also included. (MN)

### CG

ED 297 193

CG 020 966

Serving At-Risk Youth. The Cutting Edge: New R&D Products. Special Topical Issue.

Regional Laboratory for Educational Improvement of the Northeast & Islands, Andover, MA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—May 87

Contract—400-86-0005

Note—36p.; Printed on colored paper.

Available from—The Regional Laboratory for Educational Improvement of the Northeast & Islands, 290 South Main Street, Andover, MA 01810 (\$2.50 plus \$2.50 shipping and handling).

Pub Type— Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Pastane, PC Net April

Pub Type— Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Pustage. PC Not Avalishie from EDRS.

Descriptors—"Academic Achievement, Annotated Bibliographies, Dropout Prevention, Dropouts, Elementary Secondary Education, "High Risk Students, Intervention, "Research and Development, "School Community Relationship, "School Policy, Student School Relationship This document is an annotated bibliography of research and development publications on topics concerning services to at-risk youth. The 30 publications, which have been produced by a variety of organizations, are grouped into these categories: (1) increasing scademic success; (2) meeting diversity in today's students; (3) community partnerships; and (4) effects of reform: resources for policynakers. One-page descriptions of each publication are provided, including information on where to obtain the publication and its cost. Some of the specific topics covered include grouping, basic skills, reading and writing programs, effective Chapter 1 projects, delinquency prevention, effective discipline, sex equity, improving schooling for non-English speaking students, business-education partnerships, community involvement in dropout prevention, parent-teacher relationships, resources devoted to the dropout problem versus cost of dropouts to society, negative potential of higher standards, and the need to begin dropout prevention in preschool. (ABL)

ED 297 194 CG 020 967 Fish, Sandra L. The Crisis "Hotline" as Mediated Therapeutic

Communication.

Pub Date—Nov 36

Note—24p; Paper presented at the Annual Meeting of the Speech Communication Association (72nd, Chicago, II, November 13–16, 1986). For related document, see CG 020 968.

Pub Type—Reports - General (140) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Counseling Services, "Counseling Techniques, "Counselor Client Relationship, "Crisis Intervention, "Hotlines (Public), Interpersonal Communication, "Psychotherapy Hotlines, or telephone crisis-lines, begun in the 1960s and currently numbering in the hundreds provide assistance to callers in crisis, frequently around the clock. Crisis-line communication can be seen as a form of mediated therapeutic communication premised on the existence of a crisis and the medium of the telephone which shapes the intervention. Effective crisis counseling requires specific communication sits lenseted within the framework of a crisis intervention model. Such communication is distinguished interpersonally by anonymity, shared control between caller and counselor, lack of reciprocity, and an unusual temporal nature. It is characterized organizationally by the issues of selection, training, and use of counselors; agency environment; organizational policy; and external resources. Crisis-line communication is a unique form of interpersonal communication is a unique form of interpersonal communication which uses the private medium of the telephone while operating in an organizational setting. While it ahares some characteristics with traditional therapy and with intimate relationships, it is sufficiently different as form of communication to warrant special study. (ABL)

ED 297 195

CG 020 968

ED 297 195

Fish, Sandra L.

Therapy on the Telephone: The Decentralization of Traditional Therapy.

Pub Date—Aug 87

Note—12p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987). For related document, see CG 020 967.

Pub Type—Reports—General (140) — Speeches/-Meeting Papers (150)

EDRS Price - MP01/PC01 Plus Postage.

Descriptors—\*Counseling Services, "Counseling Techniques, Counselor Client Relationship, \*Crisis Intervention, \*Hotlines (Public), Interpersonal Communication, \*Psychotherapy, Technology, \*Trend Analysis\*

The crisis hotline was probably the earliest use of the telephone for counseling purposes, begun in the 1960s as a suicide prevention service. Crisis counseling is designed to be therapeutic and to result in insight. The telephone has come to be used in a variety of ways for more traditional therapy which differs in basic assumptions and focus from crisis intervention. Traditional therapy usually involves a series of contacts between a mental health professional and a client in an attempt to change client behaviors which interfere with work or social relationships, bringing about substantial change in persenciive. While it is readily apparent that the telephone would be useful for the kind of short-term, often anonymous, crisis counseling conducted primarily by volunteers, uses of the telephone for more formal therapy have been less apparent and slower to develop. However, traditional therapy is in the process of being redefined, expanded, and decentralized by the telephone and other forms of mediated communication. Therapy has exploded into uncharted territory via call-in radio and television programs as well as by computer-tized formats. The telephone is tess visible but equally revolutionary in its impact. (ABL)

ED 297 196 CG 020 96 McCann, Richard A. Austin, Susan At-Risk Youth: Definitions, Dimensions, and Rela-CG 020 969

At-Risk Youth: Definitions, Dimensions, and Relationships.

Research for Better Schools, Inc., Philadelphia, Pa. Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Apr 88

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).

Pub Type—Reports - General (140) — Speeches/Meeting Papers (150)

EDRS Price - MP01/PC01 Plus Postage.

Descriptors—\*Definitions, "Dropout Characteristics, "Dropout Prevention, Elementary Secondary Education, "Family Characteristics, "High Risk Students Identifiers—Maryland, Pennsylvania This paper results from the collaborative work of Research for Better Schools, Inc., with the state staffs of Pennsylvania and Maryland on the problem of students at risk. It highlights the ways in which

the problem is being defined, the data sets that are being used to suggest the magnitude of the problem, and the studies that are being used to suggest the interrelationships of various aspects of the problem. These three sets of definitions of students at risk are discussed: (1) students who are at risk of not achieving the goals of education in order to become productive members of American society; (2) students who exhibit behaviors that educators see as interfering with the educational process, including truancy, using drugs and alcohol, becoming pregnant, etc., and (3) students whose family or community background may place them at risk. Studies that suggest the interrelationship of families' characteristics, student behaviors, and school success are described, focusing on the National Assessment of Educational Progress and the High School and Beyond studies. The Maryland and Pennslvania approaches to the problem are described. The paper concludes that the decision to recast the problem of students at risk as questions directly related to the mission of schooling encourages state and local educational leaders to reexamine current program processes and structures of schools. (ABL)

ED 297 197

CG 020 970

Jarka, Joyce M.
A Comparison of Male and Female Addicts and
Non-Addicts on the Tennessee Self Concept

Pub Date -Jan 88

Pub Date—Jan 58
Note—25p.
Available from—Research Unlimited, P.O. 346023,
Chicago, IL, 60634-0023 (cost of duplicating).
Pub Type—Reports Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Alcoholism, \*Behavior Disorders,
College Students, \*Drug Addiction, Higher Education, \*Self Concept, Self Concept Measures,
Sex Differences

College Students, "Drug Addiction, Higher Education, "Self Concept, Self Concept Measures, Sex Differences Identifiers—"Obsessive Compulsive Behavior, "Tennessee Self Concept Scale
Many mental health professionals ignore chemical addiction, whereas many chemical dependency professionals see addiction as the entire problem and ignore everything else. This study investigated differences between addicts and non-addicts on the Tennessee Self Concept Scale. Subjects were undergaduste and graduste students, selected from a self-report questionnaire as male addicts (N = 15), male non-addicts (N = 15), female addicts (N = 20), and female non-addicts (N = 15), female addicts (N = 20), and female non-addicts (N = 15), female addicts to the purposes of this study was broadly defined as any process over which the individual is powerless, whether the drug of choice is work, cocaine, or worry. Male addicts had the lowest mean scores followed by the male non-addicts on the behavior and identity scales of the Tennessee Self Concept Scale. Female addicts had the third lowest, with female non-addicts on mean scores. The self-satisfaction scale deviated from the trend in that the lowest mean scores belonged to female addicts, the second lowest to male addicts, the third is the male non-addicts. The findings suggest that non-addicts the findings suggest that non-addict in the same-sex counterparts, and overall females have a higher self-concept score than do meles when tested on the Tennessee Self Concept Scale. (ABL)

ED 297 198 CG 020 971

ED 297 198 CG 020 971 Raffini, James P. Student Apathy: The Protection of Self-Worth. What Research Says to the Teacher. National Education Association, Washington, D.C. Report No.—ISBN-0-8106-1080-9 Pub Date.—Apr 88 Note.—36p. Available from:—National Education Association Professional Library, P.O. Box 509, West Haven, CT 06516 (\$2.95). Pub Type.—Reports - General (140)

Pub Type— Reports - General (140)
EDRS Price - MF01 Plus Postage. PC Not Avail-

EDRS Price - MPU Plus Postage, PC Not Available from EDRS.

Descriptors—Academic Achievement, "Apathy, "Educational Practices, Elementary School Students, "Elementary Secondary Education, Goal Orientation, Secondary School Students, Self Concept, "Self Esteemes Some educational practices have contributed to the apathy of students. These include a perceptual view of behavior, the view that self-worth equals achievement, norm-referenced evaluation, and success as ability and effort. Four strategies which have

the potential for allowing students to experience success from reasonable levels of effort include: (1) individual goal-setting structures that allow students to define their own criteris for success; (2) outcome-based instruction and evaluation which make it possible for slower students to experience success without having to compete with faster students; (3) attribution retraining which can help spathetic students view failure as a lack of effort rather than a lack of ability; and (4) cooperative learning activities which help students realize that personal effort can contribute to group as well as individual goals. Educators must confront the discrepancies between the actual and stated goals of education. Students have the power to choose how much effort to expend on any task. If the goal is to differentiate students according to their ability, then slower students will choose to reject school by avoiding effort. For those students who are forced to choose between rejecting schooling or rejecting their sense of self-worth, time is short. (ABL)

self-worth, time is short. (ABL)

ED 297 199

Stitsworth, Michael Henry
Personality Changes of American Teenage Participants in a Japanese Youth Exchange.

Pub Date—May 87

Note—180p.; Ed.D. paper, Indiana University.

Pub Type—Reports - Research (143) — Dissertations/Theses - Undetermined (040)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—"Adolescents, "Exchange Programa, Foreign Countries, "Personality Change, "Travel Identifiers—"Japan

This study sought to determine whether changes in personality functioning occurred in teenagers participating in a one-month homestay in Japan.

Subjects included exchange participants (N=12) who were nominated by the exchange group. The Californis Psychological Inventory was administered to both groups prior to the exchange, once again at its conclusion, and a third time 4 months later. Results showed that the exchange group increased in flexibility and independence and became less conventional as compared to the convolgroup. Exchange participants who were the first member of their immediate family to travel abroad and those who personally paid a high percentage of their trip expenses experienced the most personality change. Significant personality differences between exchange group antecedent subpopulations which were present at the time of the posttest became discernible 4 months later. Certain personality changes associated with overseas experiences were immediately apparent while other changes became evident only after a period of time had passed. Some changes disappeared over time, (Author/ABL)

ED 297 200

CG 020 973

Respective of the contraction of the survey of the contraction of the contraction of the price of the contraction of the contraction of the survey of the contraction of the contraction of the survey of the contraction of the

Barresi, Charles M. Smerglia, Virginia L.
Older Male Primary Caregivers and the Home-maker Role.
Pub Dato—Mar 88
Note—17a. 9 CG 020 973

Pub Date—Mar 88
Note—17p.; Paper presented at the Annual Meeting of the American Society on Aging (34th, San Diego, CA, March 18-22, 1988).
Pub Type—Reports-Research (143)—Speeches/Meeting Papers (150)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—Adjustment (to Environment),
"Caregivers, \*Homemakers, Homemaking Skills,
"Males, \*Older Adults, \*Role Perception,

\*Males, \*Older Adults, \*Role Perception, Spouses
The number of male primary caregivers has increased as social change has reduced the availability of female family members to fuffill the caregiving role. This study examined the perceived and sctual role of caregiver by older men, especially in home-maker activities, and how this aspect of the caregiving role is impacted by age. Subjects (N=74) were male caregivers over the age of 60 who were gathered from an area volunteer service, local churches, and social service agencies. Data were obtained through a self-administered questionnaire which included objective and subjective measures of the caregiving role. Results indicated that although older men may have used formal services in accomplishing household tasks, they did not perceive chores to be problematic. There was some influence of socioeconomic status on adjustment to the carriag role, although adjustment was not affected by the

man's wife having been either a full-time home-maker or full-time worker outside the home. The study also found that older male caregivers needed respite as do all primary caregivers, but they did not perceive the homemaking and personal care tasks of caregiving as particularly problematic in compari-son with other dimensions of the role. (Au-thor/ABL)

ED 297 201 CG 020 974

Wynn, Joan And Others
Communities and Adolescents: An Exploration of Reciprocal Supports.
William T. Grant Foundation, Washington, DC.
Commission on Work, Family, and Citizenship.
Pub Date—May 88

winsm 1. Orant Foundation, Washington, DC.
Commission on Work, Family, and Citizenship.
Pub Date—May 88
Note—989.
Pub Type—Reports - General (140)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Adolescents, Community Characteristics, \*Community Involvement, \*Community Support, Research Needs, Well Being
This document examines the supports communities provide to adolescents and the contributions adolescents in turn make to communities. In the first section of the document, the capacities adolescents in turn make to communities. In the first section of the document, the capacities adolescents need to function in adult roles are discussed and the supports for developing these capacities available from public policy are described. The traditional sources for supporting the development of youth, including family and school, are reviewed. The nature of communities as contexts for strengthening the capacities of youth is examined. In the second section, the availability, use, and impact of these community supports are assessed: (1) opportunities to participate in organized, ongoing groups; (2) avenues for contributing to the well-being of others; (3) sources of personal support; and (4) access to community facilities and events including museums, libraries, parks, civic events, and celebrations. In the final section, policy issues raised by the review of community supports are discussed, noting that establishing a deliberately drawn policy for generating and sustaining community supports depends on answering questions for which there is not sufficient information apt to answer. The document concludes with an agenda for research and experimentation to provide that information and to lay the groundwork for strengthening the reciprocal relationships between adolescents and communities. (ABL)

CG 020 975 ED 297 202

O'Moore, Mono
The CDCS Teacher Bursaries Scheme: European
Teachers' Seminar on "Builying in Schools"
(Stavanger, Norway, August 2-7, 1987).
Council for Cultural Cooperation, Strasbourg
(France).
Report No.—DECS/EGT(88)5
Pub Date—29 Jan 88
Notes—519

(Prance).

(Prance).

Report No.—DECS/EGT(88)5

Pub Date—29 Jan 88

Note—519.

Pub Type—Collected Works - Proceedings (021) —

Reports - General (140)

EDRS Price - MFBL/PC03 Plus Postage.

Descriptors—Aggression, Antisocial Behavior,

Behavior Modification, Behavior Problems, Elementary

Secondary Education, Foreign

Countries, Student Attitudes, Student Behavior,

Student Problems

Identifiers—Bullying, Burope

This document presents a report on the proceedings of a conference called to examine the problem

of bullying of pupils in the age group 6-16 years old

in schools in Europe, with the hope that the presentations and discussions would stimulate further

awareness and interest and lead to the initiation of

further research into the subject within Europe. The

report is divided into three sections. The first sec
tion discusses the incidence of bullying in Norway,

the United Kingdom, and Ireland. The second section

discusses personal and background characteristics

of both bullies and victims. Characteristics of both bullies are identified, including par
ents' use of power-assertive disciplinary techniques,

parents' marital problems, and children's tempera
ment and popularity. Characteristics associated

with victims are identified, including smaller size

than peers, lack of social skills likely to mitigate

bullying, passivity, and ineffectiveness, although

"provocative" victims discussions of strengthening

the relationship between teacher and family, foster
ing and vantageous classroom group relationship,

and treatment of the bullying situation. The appen-

dices include the conference program, a list of par-ticipants, and outlines of papers on management strategies and disruptive behavior. (ABL)

CG 020 976

Murdock, Nancy L. And Others
Relationships between Counselor Attribution and
Intervention Choice.
Pub Date—Nov 87
Note—16p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).

vention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PO1 Plus Pestage.

Descriptors—Attribution Theory, "Client Characteristics (Human Services), College Students, "Counseling Techniques, "Counselor Attitudes, "Counseling Techniques," Counselor Attitudes, "Counseling Techniques," Counselor Reducation, "Intervention Clients, causal explanations for their psychological difficulties have received significant notice in the research literature. In contrast, few studies have focused on the attributions formulated by counselors regarding their clients' difficulties. Attributional approaches to counseling suggest that both client and counselor attributions for client presentations and counselor attributions for client presentations and counselor intervention choice. Intake counselor (N = 15) were asked to formulate attributions for client presenting problems, and then to choose an ideal treatment intervention. Clients evaluated for the study were students (N = 113) who presented for counseling at a large university counseling center. Results suggest that the attributional dimensions of controllability, stability, and globality were related to intervention choice. These findings raise the question about the possible relationships between counselor expectations that might be generated by the treatment assignment made for a client. (Author/ABL)

ED 297 204 CG 020 977

Self-Esteem: A Model.
Pub Date—Aug 87
Note—10p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1 1987)

tion (95th, New York, NY, August 28-September 1, 1987).

Pub Type—Reports - General (140) — Speeches/Meeting Papers (150)

EDRS Price - MP61/PC91 Plus Pustage.

Descriptors—"Models, "Psychology, "Self Concept Measures, "Self Esteem, "Theories Identifiers—Adler (Alfred)

Alfred Adler's Individual Psychology theory is actually a theory of self-esteem psychology. For Adler the most important motivating force for behavior is a striving for superiority. A self-esteem theory of deviance was developed with the underlying proposition being that low self-esteem is the basic psycholynamic mechanism underlying deviance. For too many years self-esteem has been plagued by vagueness and fragmentation. Nominal definitions are still to be sought. The Steffenhagen-Burns model of self-esteem is an attempt to operationalize the concept of self-esteem. Self-esteem is defined on the basis of an operational model consisting of three egos comprised of nime elements and nine constructs. For each ego a self-esteem test of 27 items was constructed; each test dimensionalizes the ego into three constructs and three elements. It is postulated that self-esteem is a complex multi-faceted construct, and that individuals can be high and low in self-esteem simultaneously. (Author/ABL)

ED 297 205

ED 297 205 CG 020 978
Green, G. Dorsey
Lesbina Mothers.
Pub Date—Aug 87
Note—16p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
Pub Type—Reports - General (144).—September

1, 1987).
Pub Type—Reports - General (140) — Speeches/Meeting Papers (150)
Meeting Papers (150)
Meeting Papers (150)
Meeting Papers (150)
Plus Postage.
Descriptors—Coping. \*Counseling Techniques,
Counselor Attitudes, Counselor Role, \*Homosexuality, \*Lesbianism, \*Mothers

Clinical interest in lesbian mothers has begun to emerge from the closet in recent years. Culture has dictated the milieu in which lesbian parents live and has prevented most therapists from being able to respond to lesbian parenting as a healthy option. In a heterosexist world, virtually all public displays of sexuality or family life are depicted with heterosexuality in mind. Unlike resical minorities, most homosexuals grow up absorbing the prejudice without having it directed at them because they have not been aware of their sexuality. Until recently, virtually all lesbian mothers had their children while in heterosexual relationships and face a huge emotional hurdle as they come to terms with a different sexual orientation. These women may need intraphysic work focused on depression and accurate information about lesbians and their communities. Clients who already feel good about being lesbians may want help in deciding whether to have children and sorting out how to survive in mainstream society and find services that are nonhomophobic. Single and coupled lesbian parents have different problems and may need counseling. Three basic list are needed by counselors in working with these women: basic skill within the counselor's theoretical framework, knowledge about lesbians, and an understanding of homophobia. A willingness to learn from these clients is also needed as they are creating new family structures. (ABL)

ED 297 206

Bankowski, Z., Ed. Carballo, M., Ed.

Battered Children and Child Abuse. Highlights
and Recommendations of the CIOMS/WHO
Conference (Berne, Switzerland, December CG 020 979

Council for International Organizations of Medical Sciences, Geneva (Switzerland).; World Health Organization, Geneva (Switzerland). Report No.—ISBN-92-9036-0259

Organization, Geneva (Switzerland).

Report No.—ISBN-92-9036-0259

Pub Date—Dec 85

Note—21p.
Available from—WHO Publications Center USA,
49 Sheridan Avenue, Albany, NY 12210.

Pub Type—Collected Works - General (020) —

Reports - General (140)

EDBS Price - MP01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Child Abuse, \*Child Neglect, Children, Definitions, Family Violence, Foreign
Countries, Models, Prevention, \*Victims of Crime

dren, Definitions, Family Violence, Foreign Countries, Models, Prevention, "Victims of Crime This document provides highlights and recommendations of a conference on battered children and child abuse sponsored by the Council for International Organizations of Medical Sciences (CLOMS) and the World Health Organization (WHO). In a discussion of the nature of the child abuse problem, the history of child maltreatment is briefly reviewed and the fact that it is a neglected policy area is discussed. The availability and accuracy of data on the magnitude of the problem in developed and developing countries is summarized. Difficulties in defining the problem of child abuse are discussed, noting that definitions vary between and within countries. The conference's definition of child abuse is stated: child abuse is defined as the intended or unintended act or ornission by an adult, society or country, which adversely affects a child's health, physical growth, or psychosocial development. Definitions of child neglect, passive child abuse, and child exploitations are also discussed. Explanatory models of child abuse are descussed; the need for greater public awareness of the different forms of child abuse, and the extent to which it occurs in different social circumstances is highlighted. Five recommendations of the conference are stated. The conference program is included. (ABL)

ED 297 207 CG 020 980 Gold, Joshua M. Children and Stress: Indications, Implications and

Children and Stress: Indications, Implications and Interventions.

Pub Date—Nov 87

Note—22p.; Paper presented at the Annual Canadian Guidance and Counselling Association Conference (Charlottetown, Prince Edward Island, Canada, June 1-4, 1988).

Pub Type—Reports - General (140) — Speeches/Meeting Papers (150)

EDRS Price - MP01/PC01 Plus Postage.

Descriptors—Adjustment (to Environment), Anxiety, \*Children, \*Coping, Depression (Psychol-

ogy), Foreign Countries, Intervention, Psychological Patterns, \*Stress Management, \*Stress Vari-

ables Identifiers—Canada

ables Identifiers—Canada
Stress is a part of the normal process of growing and developing for children. A stress situation is composed of anxiety and stress. If coping strategies are inadequate, depression can result. Four categories of stress include time, anticipatory, situational, and encounter stress. It is important to recognize unsuccessful defense mechanisms employed by children to try to deal with anxiety-provoking situations. These include repression, regression, projection, displacement, reaction formation, rationalization, denial, and identification. It is the child's individual perception that sets the tone and amount of stress in response to a particular event. A variety of techniques have been proven effective in helping children deal with stress, including yoga, deep muscle relaxation, and guided visual imagery. Adults should be aware of the stress in children's lives, and should assist in the development of positive coping strategems. (Appendices include a list of tellitale signs of stress in children and two lists of potential stresses in a child's life.) (ABL)

Meier, Scott T.
Enhancing the Attractiveness of Alcohol Education
Via a Microcomputer Program.
Pub Date—Aug 87
Note—18p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1 1987)

1, 1987).

Pub Type— Reports - General (140) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors— \*Alcohol Education, Attitude
Change, \*College Students, \*Computer Assisted
Instruction, Drinking, Higher Education, Microcomputers, \*Program Effectiveness, Student
Attitudes

crocomputers, "Program Effectiveness, Student Attitudes
Getting students' attention is one of the most difficult problems for counselors who conduct alcohol education programs in high schools or colleges. A computer-aided instruction program using mi-crocomputers for alcohol education was developed entitled "If You Drink: An Alcohol Education Program" (IYD). The IYD program consists of five modules: the alcohol quiz, the breath analyzer, the teen test, the party, and alcohol and drugs. Two field studies analyzing the effectiveness of the program were conducted. In the first study 18 undergraduate students overwhelmingly agreed that the IYD program held their interest. In the second study, a display of the IYD program during alcohol awareness week was in use almost continually. The program produced small positive changes in attitudes towards alcohol, but no negative changes. The program shows promise as an introduction to more extensive alcohol education efforts. (ABL)

ED 297 209 CG 020 983

CG 020 983
Counseling: A Facet of Excellence.
National Association of College Admissions Counselors, Skotkie, IL.
Pub Date—May 34
Note—22p.
Pub Type—Reports - General (140)
EDBS Price - MPDI/PCDI Plus Pestage.
Descriptors—\*Admissions Counseling, \*Educational Improvement, Educational Quality, High Schools, \*School Counseling, School Counselors, School Effectiveness, Secondary Education
Recently, reports on the crisis of the American high school have appeared. Members of the National Association of College Admissions Counselors, are high school guidance counselors and college admissions and financial aid officers who work directly with students and families as they move from high school to postsecondary education. As such, they are concerned about these reports. Twenty-five years ago, James Bryant Conant analyzed the crisis facing American high schools and his first recommendation for improving secondary schools was that the counseling system be given strong support because counselors were in the unique position to forge links among all elements of the school community and between high school and college. More current reports either omit any reference to counseling or brush it by lightly. This reflects reality, Counselors have been frout-line targets of cutbacks and have been saked to serve as factotums—bus attendants, ruant officers, and study hall proctors—rather than being supported to use their expertise to benefits.

fit students as they face postsecondary choices. This report presents a series of positive steps which will benefit students and contribute toward excellence. These include suggestions on how and why counseing is of real value, a discussion of the importance of the transition after high school, and thoughts on how to move to a better state for America's youth. The National Association of College Admissions Counselors looks forward to participating in the national effort for change. (Author/ABL)

ED 297 210 CG 020 984

GG U20 98
Greenwood, Peter W.
Correctional Supervision of Juvenile Offenders:
Where Do We Go from Here?
Rand Corp., Santa Monica, Calif.
Report No.—Rand/P-7283
Pub Date—Dec 86

Pub Date—Dec 80
Note—35p.; Paper presented at a program planning conference sponsored by the U.S. Department of Justice (Annapolis, MD, December 1986).
Available from—The Rand Corporation, Publication Department, 1700 Main St., Santa Monica, CA 90406-2138 (\$4.00; 25% discount on 25 or

more copies).

Pub Type— Speeches/Meeting Papers (150) —
Opinion Papers (120)

EDRS Frice - MF01 Plus Postage. PC Not Avail-

able from EDRS.

some rom EDRS.

Descriptors—\*Community Programs, \*Correctional Rehabilitation, Criminals, Delinquency, \*Delinquent Rehabilitation, Foster Care, \*Group Homes, \*Outreach Programs, Population Trends,

Prisoners, \*Supervision Identifiers—\*Juvenile Justice

Prisoners, "Supervision Identifiers—"Juvenile Justice
This report on correctional supervision of juvenile
offenders begins by identifying two principal factors
affecting supervision-facility overcrowding and a
declining number of offenders expected because of
demographic trends. It notes that overcrowding
eventually will be alleviated by the decrease in the
number of offenders, and that this situation calls for
finding noncapital-intensive supervisory alternatives and also provides an opportunity to experiment with alternatives to secure confinement. The
goals of supervision are listed and explained. Strategies for exploring or promoting those types of supervisory programs that currently appear to hold the
most promise are identified and discussed. The focus is on supervisory programs of: (1) outreach and
tracking; (2) nine-to-five community programming;
(3) group and foster homes and therapeutic communities; and (4) secure residential facilities. A detailed
argument and design for an aftercare experiment is
appended. (NB) argument and de appended. (NB)

ED 297 211 CG 020 98 Ellickson, Phyllis L. Robyn, Abby E. Toward More Effective Drug Prevention Pro-CG 020 985

Rand Corp., Santa Monica, Calif. Spons Agency—Conrad N. Hilton Foundation, Los Angeles, CA.

Angeles, CA. Report No.—Rand/N-2666-CHF Pub Date—Oct 87

Note—19p.

Available from—The Rand Corporation, Publics
tions Department, 1700 Main St., Santa Monics
CA 90406-2138 (\$4.00; 25% discount on 25 o

CA 99406-2138 (34.00; 23% discount on 25 or more copies).
Pub Type—Guides - General (050) — Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Behavior Change, Beliefs, \*Drug Education, Elementary Secondary Education, Perer Influence, \*Prevention, \*Program Design, \*Social Influences - Prevention, \*Program Design, \*Social Influences - Prevention - Program Design, \*Social Influences - Prevention - Program Design, \*Social Influences - Prevention - Program Design, \*Social Influences - Prevention - Prev

Peer Influence, "Prevention, "Program Design, "Social Influences This report discusses guidelines for developing drug prevention programs. It reflects knowledge acquired in developing and implementing Project ALERT, an adolescent drug prevention program currently being evaluated with more than 6,500 students in California and Oregon schools. The guidelines discussed are based on information about the effectiveness of different prevention models, the developmental capabilities of different age groups, the patterns of drug use over time, and factors that affect successful program delivery. The report begins by identifying the information approach and the general skills approach to drug prevention as two models that have not seemed to work well. An approach which holds more promise is the behaviorally-based aocial influence approach, which addresses the major influences promoting initiation into drug use: pressure from others to use drugs and PIEE AN 1899

the child's own belief that using drugs will yield positive social outcomes. The report considers when drug prevention education should be offered, what substances should be targeted by drug prevention programs, how interested students will be in drug education, and what assistance teachers will need in implementing drug prevention programs. Four pages of references are included. (NB)

ED 297 212 CG 020 986

ED 297 212

Wood, Norms J.

Health Status, Personal Definition of Health, and
Health Behavior Choice in the Elderly.

Pub Date—May 87

Note—58p.; Paper presented at the Annual Meeting of the American Society on Aging (34th, San Diego, CA, March 18-22, 1988), Master's Thesis, University of South Florida.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150) — Dissertations/Theses - Masters Thoses (042)

EDBS Price - MF01/PC03 Pise Postage.

Descriptors—\*Attitudes, Behavior, \*Health, \*Older Adults, \*Self Evaluation (Individuals), \*Status

The purpose of this study was to investigate the

"Notice Adults, "Self Evaluation (Individuals), "Status
The purpose of this study was to investigate the relationships among health status, personal definition of health, and health behavior choice in the elderly. Self-assessed health status was measured using a modified Cantril Ladder, personal definition of health was measured using the Laffrey Health Conception Scale (LHCS), and health behavior Choice was measured using the Laffrey Health Conception Scale (LHCS), and health behavior Choice was measured using the Health Behavior Choice Scale (HBCS). A convenient sample of 30 subjects was drawn from an elderly population at a senior citizen center in central Florida. Question-naire packets containing the instruments were distributed and collected at the center. Correlation coefficients were used to determine the relationship between the pairs of variables, with separate correlation coefficients for each subscale of the LHCS. No significant relationship was found between either health conception and health behavior choice. Clinical health conception was significantly correlated with health status. There was no significant relationship between health status and the remaining subscales of the LHCS. Weakly positive correlations were noted between: (1) health conception and health behavior choice; (2) health status and heremaining subscales of the LHCS. Replication of the study using a larger sample is indicated. (Author)

CG 020 987 ED 297 213

Sammons, Vivian O., Comp. Alzheimer's Disease, LC Science Tracer Builet

87-2. Library of Congress, Washington, DC. Science and Technology Div. Pub Date—Feb 87

Pub Type—Reference Materials - Bibliographics
(131)

Pub Type— Reference Materials - Bibliographics (131)

EDRS Price - MP01/PC01 Plus Postage.
Descriptors.—\*Caregivers, \*Diseases, \*Information Sources, \*Mental Disorders, \*Oider Adults, Social Support Groups Identifiers—\*Alzheimers Disease
Alzheimer's disease is characterized by a degeneration and shrinkage of brain tissue; the symptoms include progressive memory loss, bizarte behavior, difficulty in speaking and walking, incontinence, and confusion. Positive diagnosis is possible only upon examination of brain tissue at autopy. The disease affects not only the patient but also the caregiver, who for the first few years is usually a family member. Witnessing the mental deterioration of a loved one can weigh heavily on the caregiver, who therefore needs support as well. This document presents a bibliography of information on Alzheimer's disease. It includes not only research texts, but also titles to be read by caregivers and family members of Alzheimer's disease patients. Relevant and related subject headings used by the Library of Congress are listed. Bibliographic citations are included under the headings of: (1) Introductory Maerial; (2) Basic Research Texts; (3) Family Support Texts; (4) Bibliographies; (5) Conference Proceedings; (6) Government Publications; (7) Abstracting and Indexing Services; (8) Journals; (9) Representative Journal Articles; (10) Technical Reports; (11) Selected Technical Reports; and (12) Selected Materials. Names and addresses of organizations to constact for additional information are given. (NB)

CG 020 988 ED 297 214 Soldscheider, Calvin Goldscheider, Frances K. Moving Out and Marriage: What Do Young Adults

Moving Out and Marriage: What De Young Amilia Expect?

Rand Corp., Santa Monica, Calif.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Report No.—RAND/N-2634-NICHD

Pub Date—Jul 87

Grant—P50-HD12639

Notes 138

Grant—P30-HD120-99 Note—13p. Available from—The Rand Corporation, Publicons Department, 1700 Main St., Santa Mon CA 90405-2138 (34.00; 25% discount on 2: more copies).
Pub Type— Reports - Research (143)
EDRS Price - MP01 Plus Postage. PC Not Avail-

more copies).
Pub Type—Reports - Research (143)
EDBS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Ethnic Status, "Expectation, High Schools, "High School Seniors, Marriage, "Place of Residence, Population Trends, Racial Differences, Religious Factors, "Residential Patterns, Sex Differences, Socioeconomic Status
Living independently before marriage is part of a broader pattern of family and demographic change characterizing modern societies since World War II. This study examined expectations about premarital residential independence among young adults. Data were obtained from 28,240 high school seniors who participated in the High School and Beyond study of the class of 1980. Students were asked at what age they expected to get married and at what age they expected to get married and at what age they expected to get married and at what age they expected to live in their own home or apartment. Those who gave an expected age at residence younger than an expected age at marriage were defined as expecting independent residence before marriage. The results revealed that approximately 70% of young adults surveyed expected to move out of independence in the transition to adulthout. There was substantial variation in factors affecting expectations about premarital residential independence. Young men more than young women, those with more parental resources, those who expected to marry at older ages, and those who did not have ethnic and religious ties that linked them to their parental home until marriage expected to live independents. Religious, racial, and ethnic differences interacted in complex ways with gender and socioeconomic status to influence expectations about premarital residential independence. (Author/NB)

CG 020 989 Reasoner, Robert W. Gilberts, Ragnar Building Self-Esteem: Implementation Project

Reasoner, Robert W. Gilberts, Ragnar
Building Self-Exteem: Implementation Project
Summary.
Pub Date—Feb 88
Note—6p: Paper presented at the Annual Meeting
of the California State Conference on Self-Esteem
(6th, San Jose, CA, February 26-28, 1988).
Pub Type—Reports—Research (143)—Speeches/
Meeting Papers (150)
EDRS Price —MFUL/POU Plus Postage.
Descriptors—Behavior Change, "Classroom Enviroament, "Teacher Attitudes
A 3-year control study was conducted to determine whether the use of self-esteem program materials could have a significant impact on staff or
student self-esteem and functioning within the
school setting. The study used three experimental
schools and three control schools. Teachers in the
three experimental schools were provided orientation, training, and supervision in the use of materials
from the Building Self-Esteem Program. Annual
evaluations were conducted in February using measures of general and academic self-esteem together
with measures of the learning environment. The results showed that significant improvements could be
achieved in the general climate of the school, in the
manner in which adults related to children, in the
behaviors displayed by the students, in the quality
of the interpersonal relationships among the staff,
and in the level of student self-esteem. There was
general agreement in all three experimental schools
that there were more cooperation; less anti-social
behavior; fewer students being referred for discipliaary action; less absenteeism; more students involved
in school activities; more positive leadership; and
more highly motivated students in the clasarroom.
Teacher self-esteem proved to build student self-esteem.
Teachers in the experimental schools reported feel-

ing more competent as teachers and gained more satisfaction through their teaching. (Author/NB)

ED 297 216 CG 020 990

CG 020 9: Carducci, Bernardo J. Stein, Nikki D. The Personal and Situational Pervasiveness of Shyness in College Students: A Nine-Year Com-

purbon.
Pub Date—Mar 38
Noto—ISp.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (34th, New Orleans, LA, March 31-April 2, 1988).

1989.
Pub Type—Reports - Research (143) — Speeches/Moeting Papers (150)
EDPS Prics - MP01/PC01 Plus Pestage.
Descriptors—College Students, Higher Education,
"Interpersonal Competence, "Personality Traits,
"Self Concept, "Student Attitudes, Trend Analy-

"Interpersonal Competence, "Personality Traits, "Self Concept, "Student Attitudes, Trend Analysis
Brevious studies on shyness have focused on a limited number of individuals at a particular point in time. This study assessed the extent to which shyness was experienced by college students (N=1,120) in their daily lives and compared trends in such experiences across groups over a 9-year period. Each year from 1979 to 1987, with the exception of 1986, students completed a survey on shyness assessing their cognitive, affective, and situational reactions to the experiences of shyness in their daily lives. The results indicated that almost one-half of the students surveyed considered themselves to be shy. This pattern of results also seemed to remain stable over the 9-year period. Slightly over 55% of students indicated that shyness was a personal problem for them. Situations most often associated with eliciting feelings of shyness included those involving strangers, authorities, and members of the opposite sex. The results suggest that shyness is a rather pervasive phenomenon that is considered problematic and undesirable by most individuals who onsider themselves shy. Most shy respondents, haven, the constraints of the supersonal prover, helieved that their shyness could be overso me and were willing to work seriously to overcome it. A number of treatment programs are available to help individuals overcome shyness, most of which are designed to improve the individuals in interpressonal skills. (NB)

ED 297 217 CG 020 991 Griffin, Betsy Q. Babbitt, Brian C. Gender Trait Stereotypes: A Comparison of 1978

and 1986, Pub Date—Mar 88

Note—21p; Paper presented at the Annual Meet-ing of the Southeastern Psychological Association (34th, New Orleans, LA, March 31-April 2, 1988).

(3-th. New Orleans, LA, March 31-April 2, 19:8).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MP61/PC01 Plus Pestage.

Descriptors—'Androgyny, College Students, Comparative Analysis, Higher Education, "Personality Traits, "Sex Role, "Sex Stereotypes, "Student Attitudes, Trend Analysis

Identifiers—Bem Sex Role Inventory

This study examined stability and change in gender role stereotypes by comparing responses to items on the Bem Sex Role Inventory (BSRI) for the typical woman and man in 1978 and in 1986. Subjects were college students enrolled in an introductory paychology course in 1978 (N=85) and in 1986 (N=219). Subjects rated the typical man or typical woman by completing a 40-tiem question-naire which alternated the 20 feminine and 20 maculine role descriptors from the BSRI. Stability of gender stereotypes was found for many traits. However, between 1978 and 1936 there were increases in the ratings for women on masculine traits and in the number of masculine traits ascribed equally to women and men. These results reflect a more androgynous view of females in 1986 than in 1978, with this view held somewhat more strongly by women than by men. There was no corresponding increase in the sacription of feminine traits to men, indicating fewer changes in perceptions of men than of women, but not for men. (Author/NB)

ED 297 218 CG 020 992 Mental Health of the Rural Elderly Outreach Program: A Unique Health Care Delivery Sys-

Pub Date-Mar 88

Note—23p.; Paper presented at the Annual Meeting of the American Society on Aging (34th, San Diego, CA, March 18-22, 1983).
Pub Type— Reports - Descriptive (141) — Specches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Delivery Systems, Health Services, High Risk Persons, "Mental Disorders, "Mental Health Programs, "Older Adults, "Outreach Programs, Referral, "Rural Population
This article describes a unique health care delivery system, the Mental Health of the Rural Elderly Outreach Program. The project in designed to identify and provide mental health services to an underserved population, the rural elderly, who are suffering from severe and disabling mental illness, every in Lederly is described as a statewide priority in lows, with the need for such services enhanced by the current farm crisis. The project described relies on the cooperation and support of both public and private entities and integrates a variety of health, mental health, and human service agencies in the lanning and delivery of services to elderly persons with mental illness, as well as appropriate referrals for those in need of medical and social services. Five referral sources are identified and described: (1) psychosocial screening at local sites, such as congressee medical entry case referral sources are identified and described: (1) psychosocial screening at local sites, such as congregate meals; (2) referrals through the county case management team and its associated agencies; (3) training of nontraditional referrals sources, known as Gatekeepers, such as rural mail carriers, to locate and refer high-risk elderly; (4) mental health outreach specialists who serve as liaisons between the elderly outreach program and elderly service agencies; and (5) contact with discharge planning departments of mental health and health care institutions. Assessment, treatment, referral process, and preliminary outcomes are discussed. (Author/NB)

ED 297 219 CG 020 993

ED 297 219 CG 020 993
McDanicl, Michael A.
Employment Interviews: Structure, Validity, and
Unanswered Questions.
Pub Date—Apr 88
Note—17p.; Paper presented at the Annual Meeting of the Society for Industrial/Organizational
Psychology, Inc. (3rd, Dallas, TX, April, 1988).
Pub Type—Information Analyses (070) — Reports
- Research (143) — Speeches/Meeting Papers
(145).

Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MFBI/PC01 Plus Postage.
Descriptors—"Employment Interviews, Evaluation Criteria, "Evaluation Problems, Meta Analysis, "Personnel Selection, "Validity
This paper summarizes the results of a quantitative review of the validity of the employment interview. It begins by discussing factors that make the interpretation of interview validity data is shown to be hampered by the heterogeneity of constructs and measurement methods in the interview lit is noted that summaries of interview validity data are further complicated by the heterogeneity of cocupations providing interview data. Despite these problems, the quantitative review draws several conclusions from the cumulated literature and details areas where knowledge is lacking. Conclusions are categorized as things known about the employment interview, things probably known about the employment interview, and things not known about the employment interview, and things not known about the employment interview, things from future knowledge concerning the validity of the employment interview. Author /NB)

ED 297 228

ED 297 220 CG 020 99 Olson, Gerald T. California's Career Guidance Technicians: A Pro-CG 020 994

Pub Date—Feb 88
Note—26p.; Paper presented at the Annual Meeting of the California Association for Counseling and Development (San Francisco, CA, February 26-28, 1988).

26-28, 1988).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MP01/PC02 Plus Postage.
Descriptors—Career Counseling, \*Career Guidanoc, \*Community Colleges, \*High Schools, Profiles, Public Schools, School Counselors, \*School
Personnel, Two Year Colleges
Identifiers—\*California
A study was conducted to develop a profile of
career guidance technicians (COTs) working in Cal-

ifornia's public high schools and community col-leges during the 1987-1988 academic year. Surveys were completed by 262 CGTs in 37 California counties. The results provided data on demograph-ics, job descriptions, staff relations, the services ren-dered by CGTs at high school and community college career centers, and respondents' prioritized career guidance program functions. Outcomes of interest were that career guidance technicians were also doing college guidance, which was probably hinged to their use of computer based files of col-leges and occupations: were mostly middle-ased maged to their use of computer based files of colleges and occupations; were mostly middle-aged white women; and truly loved their jobs. Respondents had many different titles and were highly educated; 72% had a college degree. This profile is useful in bringing definition to California's career counseling and guidance professional and paraprofessional. (NB)

ED 297 221

Engebreison, Darold Hollander, Barbara

Mom and Dud Return to a Commuter Campus: A

Program for Re-Parenting of Eating Disordered

Pemales. ED 297 221

Persons.

Pub Date—Apr 86

Note—20p.; Paper presented at the Annual Meeting of the American College Personal Association (New Orleans, LA, April 9-12, 1986).

(New Orleans, LA, April 9-12, 1986).
Pub Type— Reports — Descriptive (141) —
Speeches/Meeting Papers (150)
EDRS Pries — MP01/PC01 Plus Postage.
Descriptors—Anorexis Nervosa, "Bulimia, "College Programs, College Students, "Counseling Techniques, Eating Habits, Females, Higher Education, Parent Child Relationship, "Parent Role This paper concerns the high incidence of eating disorders, anorexis nervosa and bulimia, among the female population in colleges. It identifies several major issues in attempting to provide counseling services for eating disordered students (limited resources, a large estimated patient pool, length of services for eating disordered students (limited resources, a large estimated patient pool, length of treatment involved, and policy changes to accommodate treatment of parents) that would make such a program unfeasible under existing constraints. A new means of addressing the issue is presented, in which: (1) interdepartmental cooperation is central to the development and execution of the program on a commuter exampus; (2) human development theory provides the rationale for the systemic intervention used; and (3) parents are involved in the treatment process. Recent literature in the field prompted the development of the more definitive assessment procedures and specific individualized treatment plans which are described in this paper, with guidelines provided for determining when and under what conditions parents are to be involved. (Author/NB)

EAJ 297 222

Holland, Wendy And Others

Death Anxiety and Religiosity among an Older
Adult Population.

Pub Date—Mar 88

Note—20p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (34th, New Orleans, LA, March 31-April 2, 1988).

1988).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Anxiety, Belieft, \*Christianity,
\*Death, \*Life Satisfaction, \*Older Adults, \*Religious Factors, Retirement
Identifiers—Born Again Christians, \*Death Anxi-

identifiers—Born Again Christians, \*Death Anxiety
One of the most significant factors in accounting
for death attitudes is religious beliefs, yet this factor
has been little studied or understood. This study
examined the relationship between death anxiety,
religiosity, and life satisfaction among a sample of
retired older individuals. Sixty retired subjects between the ages of 60 and 84 years were administered
Faulkner and DeJong's Religiosity scale, the Templer-McMordie scale to measure death anxiety, and
he Life Satisfaction Index A. Subjects also reported
their religious affiliation and identified themselves
as Christians, non-Christians, or Born Again Christians. Data were analyzed using both bivariate and
multiple regression analyses. Findings revealed that
subjects who labeled themselves as Born Again
Christians scored significantly lower on death anxiety than did subjects who described themselves a
Christians, but not Born Again. Additionally, lower
religiosity scores were significantly correlated with
higher death anxiety. Finally, more conservative/fundamentalist subjects had significantly lower

death anxiety scores than did other subjects. Mulple regression analysis yielded a significant multip R for death anxiety scores including denomin tional affiliation and three scores from the religious ty measure. (Author/NB)

CG 020 997

ED 297 223

Grover, Cathy A. And Others

Test-Taking Time, Performance, and the Type A
Behavior Pattern.
Pub Date—Apr 88

Note—11p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (34th, Tulsa, OK, April 21-23, 1988).
Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MP01/PC01 Plus Postage.
Descriptors—College Students, Higher Education,
Performance, "Personality Traits, "Scores, "Sex
Differences, "Test Wiseness, "Time
Identifiers—"Type A Behavior, "Type B Behavior
The assumption that the more able student can
recognize a correct answer in a multiple choice situation more quickly than the less able student leads
to the prediction that higher scores would be associated with shorter test-taking time. Research investigating this prediction have yielded mixed results,
suggesting the need to examine other factors. This
study evaluated the influence of Type A behavior on
test-taking time and performance, predicting that
Type As would complete examinations sooner than
would Type Bs. At the beginning of the semester, 50
college students enrolled in an introductory psychology class completed the Jenkins Activity Survey for Health Predictions to determine their Type
A (N=22) or Type B (N=28) classification.
Test-taking time and performance measures were
collected throughout the semester. Personality type
and gender served as between-subject factors, ist
tests taken during the semester served as the within-subjects factor. Data analysis yielded significance
for the gender, tests, and gender x personality type
factors. Females scored higher than males; scores of
Type B females were significantly higher than
scores of other groups, while scores of Type B males
were significantly lower than scores of other production that Type As would complete examinations
scores of the groups. The results failed to yield any support for the prediction that Type As would complete examinations
scores of the groups.

ED 297 224 CG 020 998

ED 297 224 CG 020 998

Darling, Nancy

The Influence of Parental Challenge and Support on Adolescents' Academic Achievement.

Pub Date—30 Aug 87

Note—8p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).

Pub Type—Reports - Research (143) — Speeches/-Meeting Paners (150)

(1931), New York, NY, August 28-September 1, 1987).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF61/PC01 Plus Pestage.
Descriptors—"Academic Achievement, "Adolescents, Cognitive Measurement, Grade 8, Grade
11, "Parent Child Relationship, "Parent Role,
Secondary Education, Secondary School Students, Sex Differences, "Social Support Groups
Identifiers—"Parental Challenge
The experience of challenge has been proposed as
an important mechanism through which individuals
learn new and more efficient strategies of operating
on their environments. This study examined the relationship between challenging and supportive parental roles and the academic performance of 8th
and 11th graders. The aocial roles of associates
(same-gender parent and cross-gender parent) were
explored as major moderators of the impact of challenge and support. Eighth and 11th grade students
(N=74) described their relationships with each of
their parents as being or not being characterized by
six challenging attributes and four attributes of emotional support. Lorge-Thorndike Cognitive Aptitude Test Verbal, Quantitative, and Non-Verbail
Reasoning nationally standardized subscores were
used to assess academic achievement. The results
Reasoning nationally standardized subscores were
used to assess academic achievement. The results
Reasoning nationally standardized subscores were
used to assess academic achievement. The results
revealed that adolescents who described their
same-gender parents as challengers performed better on cognitive tests as well. Although
the same-gender parents appeared to be potent challengers during early adolescence, their impact on
cognitive functioning diminished over time. (Author/NB)

ED 297 225

Machell, David F.

Counselor Substance Abuse History, Client Fellowship, and Alcoholism Treatment Outcome. Brief Report.

Pub Date—37

Note—139.

Pub Type— Reports - Research (143)

EDRS Price - MPDI/PCDI Plus Postage.

Descriptors—Adults, "Alcoholism, "Client Characteristics (Human Services), "Counselor Characteristics, Interpersonal Relationship, Males, "Outcomes of Treatment, Sex Differences, "Termination of Treatment Identifiers—Belongingness, "Relapse There is an ongoing debate as to whether alcoholism counselors who are non-alcoholics can be as effective with alcoholic clients as counselors who are themselves recovering from alcoholism. This study compared the impact of the recovering alcoholic counselor and the non-alcoholic counselor on alcoholic clients' perceived belongingness with reatment peers, as well as on length of stay in treatment and relapse rate in a residential treatment center. Two hundred chronic, recidivistic adult male alcoholics admitted to a 90-day all-male residential treatment program over a 4-year period were randomly assigned to one of four counselors: male alcoholic, female alcoholic, male non-alcoholic, of remale non-alcoholic assed on results of structured interviews conducted at 2-week intervals during the program. Counselors and rate of relapse during the program. Counselor gender did not seem to be an important factor with respect to client-perceived emotional attachment, length of stay, or relapse rate. The results suggest that a counselor rempact on the clients' perception of belongingness among their peers or on length of stay or relapse rate than that of non-alcoholic counselors. (NB)

ED 297 226 CG 021 000

GG 021 00
Gattker, Urs E.
Western Canada and the Western United States:
Similarities and Differences in Organizational
Commitment.
Sponts Agency—Lethbridge Univ. (Alberta).
Pub Date—88

Pub Date—88
Note—42p.
Pub Type— Reports - Research (143)
EDRS Price - MF61/PC02 Plus Postage.
Descriptors—\*Administrators, "Cross Cultural
Studies, "Employee Attitudes, Employer Employee Relationship, "Employment Level, Foreign Countries, "Income, "Sex Differences, Work
Attitudes

reign Countries, \*Income, \*Sex Differences, Work Attitudes Identifiers—Canada, Organizational Commitment, United States This study examined how factors such as income, gender, and hierarchical level help to determine employer's level of attitudinal and behavioral commitment to their employers in the United States and States and

ED 297 227 CG 021 001

Carrier Vis E. Larwood, Laurie Career Success, Mobility and Extrinsic Career Satisfaction: Studying Corporate Managers.
Pub Date—Aug 87

Note—40p.; Paper presented at the Annual Meeting of the American Sociological Association (82nd, Chicago, IL, August 17-21, 1987).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)
EDRS Price - MPDI/PC02 Plus Postage.
Descriptors—"Administrators, Career Development, "Demography, Employee Attitudes, "Job Satisfaction, Occupational Mobility, "Success, Work Attitudes
Research into career success has usually dealt with objective aspects of career paths such as income and job title. Cognitive variables can also be used to assess career success, career mobility, and career satisfaction. This study examined demographics, job properties, and personal attributes as well as the relationship between career strategies and career satisfaction. This study examined demographics, job properties to managers who were supervising others and had both hiring and budget responsibility; had been identified by their organizations as talented; and were considered realistically likely to be promoted within the next 3 years. The final sample of 96 male and 98 female managers completed a career development questionnaire on demographics, job properties and personal attributes, career strategies, and success. The data revealed that demographics were the best predictor set when trying to explain a person's career success and mobility. None of the predictor sets explained career satisfaction. The usefulness of career strategies when studying career is brought into question by the weak relationship between career strategies, career success, and career mobility. (Author/NB)

ED 297 228 CG 021 00 Gleason, David F. Shore, Ellie R. Professionals and Self-Help: Where Do Profes-sionals Fit In? CG 021 002

Pub Date-22 Apr 88

Professionals and Self-Help: Where Do Professionals Fit Inf
Pub Date—22 Apr 88
Note—12p; Paper presented at the Annual Convention of the Southwestern Psychological Association (34th, Tulsa, OK, April 21-23, 1988).
Pub Type—Reports Research (143) — Speeches/Meeting Papers (150)
EDRS Pries - MF9U/FC01 Plus Postage.
Descriptors—Attitudes, Beliefs, Health Occupations, "Helping Relationship," Mental Health Programs, "Professional Personnel, Psychiatrists, Psychologists, "Role Perception, "Self Help Programs, Social Workers
As self-help groups have grown in number, mental health professionals between the member of the programs, Social Workers
As self-help groups have grown in number, mental health professionals when themselves increasingly involved in such groups. This study examined how mental health professionals when they work with self-help groups. Social workers, psychologists, and psychiatrists completed a mal survey assessing beliefs and practices toward self-help groups. A total of 132 uscable surveys were returned out of 250 distributed (a 52.8% response rate). One scale on the survey called for an evaluation of which roles were appropriate for professionals involved in self-help groups. Using a four-point Likert type scale, participants responded to 12 roles often assumed by professionals working with self-help groups. The results showed that professionals viewed roles which were external to a group (consultant, speaker, advisory board, referral source) as more appropriate than internal roles (therapists, facilitator, leader, group member). When compared to the views of self-help group members, these findings suggest that professional helpers and self-helpers are quite similar in their beliefs about appropriate roles for professionals. (NB)

ED 297 229

Telleen. Sharon Colletta, Nancy Donohue
Individual and Situational Factors in Adolescent
Coping.
Pub Date—Apr 87

Note—19p; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
Pub Type—Reports - Research (143) — Speeches/-Meeting Paperr (150)

EDRS Price - MF01/PC01 Plan Postage.
Descriptors—"Adolescents, "Coping, Depression (Psychology), "Dropouts, "Early Parenthood, Family Relationship, Females, "Mothers, Secondary School Students, Self Esteem, Social Support Groups, Stress Vari-

ables
Recent research has emphasized the need to identify the effectiveness of various coping strategies and social supports used by adolescent mothers. This study examined how adolescents cope with life stresses in nine problem areas. Participants were adolescent mothers who returned to school after the birth of their baby (N=40), adolescent mothers who dropped out of achool (N=35), and female dropouts who ware not mothers (N=20). Participants ranged in age from 15 to 19; all mothers had a child under 3 years of age. Data were obtained by means of a structured interview in the adolescents homes. In addition to demographics, data were obtained on problems in life conditions, coping responses, social support, and depression. Analyzes flucused on individual and situational determinants of coping responses and on the effectiveness of responses in specific situations. The results showed that mothering dropouts were more depressed than nonmothering dropouts were more depressed than nonmothering dropouts have released that mothering dropouts have released than their level of education than were mothers who had returned to school. Nonmothering dropouts had eignificantly higher levels of family stress than did mothering dropouts. In general, the effectiveness of coping strategies varied from situation to situation, with the adolescents' coping strategies appearing to be most effective in relieving stress in intimate relationships and with educational problems. (NII)

ED 297 230 CG 021 004

tionships and with educational problems. (NB)

ED 297 230

Filegar, Janet M. Rose, Raymond M.
Ab-Rike Students: Approaches to Identification and Intervention.

Regional Laboratory for Educational Improvement of the Northeast & Islands, Andover, MA.; Rhode Island State Dept. of Education, Providence.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.

Pub Date—Apr 88

Contract—400-86-0005

Note—229.

Pub Type—Guides - General (050)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—"Dropout Prevention, Educational Diagnosis, Elementary Secondary Education, "Potential Dropouts, Program Implementation, "School Activities, School Community Relationship, School Stricts

This document was prepared to aid Rhode Island schools in dealing with youth at risk of school failure. It defines at-risk students as young people who in danger of not completing school and notes that in Rhode Island over 25% of students who enter school fall to graduate from high school and notes that in Rhode Island over 25% of students who enter school fall to graduate from high school and notes that in Rhode Island over 25% of students who enter school fall to graduate from high school and return the school district. Section I of the guide describes the role of the guide, which is to focus on ways schools can reduce the number of students who are at risk through timely interventions at an early grade, prevention programs that reduce the number of potentially st-risk students, and mobilization of community agencies in cooperation with the school district. Section II identifies characteristics of the at-risk student under the headings of academic, school/social, home/social, and personal/social characteristics, review current practices, and learn about successful approaches in the area. Section IV addresses the question of what can be done to help at-risk youth. Secti

CG 021 012

ED 297 231

Loft, Jenny, Comp. Davis, Mari, Comp.

Homeleamess: An Annotated Bibliography of Anatralian Research.

Australian Inst. of Family Studies, Melbourne.

Report No.—15BN-0-642-13188-0

Pub Date—88

Note—174p.

Available from—Australian Institute of Family Studies, 300 Queen Street, Melbourne, Australia, 3000.

JULI.
Pub Type— Reference Materials - Bibliographies (131) — Reports - Descriptive (141)
EDRS Price - MF01 Plus Postaga. PC Not Available from EDRS.

Descriptors—Annotated Bibliographies, Foreign Countries, "High Risk Persons, "Homeless People, "Housing Needs," Poverty Identifiers—"Australia This bibliography, compiled for the International Year of Shelter for the Homeiess, lists Australian works published since 1974 about homelessness from the literature and an introductory article looking at different perspectives on homelessness from the literature and an introductory article looking at different perspectives on homelessness. The entries, mainly taken from FAMILY database, are each accompanied by an abstract or indicative statement about their contents. The bibliography is arranged in two sections. The first section lists Australian publications of 1974 through 1987. Citations are listed chromologically beginning with the most recent articles. The second section lists Australian publications on factors that may contribute to homelessness and documents relating to particular populations in danger of becoming homeless. Documents in the second section are listed under the headings of (1) Aborigines; (2) The Aged; (3) Crais Accommodiation; (4) The Disabled; (5) Drug Taking; (6) The Economics of Housing; (7) Government Assistance on Housing and Rent; (8) Migrant Communities; (9) One-Parent Families; (10) Poverty, Housing and (13) Young People. Citations are listed alphabetically by author. Interspersed with the bibliography are four feature articles from the "Age" newspaper and an article on poverty in Australia in 1983-86. The final section of the book provides information on where to look for other works on the subject of homelessness, both in the overseas and the Australian literature. (NB)

ED 297 232 CG 021 013

Dunlop, Rosemary Burnt, Ailau
"Don't Feel the World is Caving In": Adolescents
in Divorcing Families. Monograph No. 6.
Australian Inst. of Family Studies, Melbourne.
Report No.—ISBN-0-642-11922-8
Pub Date—88
Notes—1719. Bloomer Studies of Pub Date—88
Notes—1719. Bloomer Studies of Pub Date—88

Note—171p; Photographs will not reproduce well. Available from—Australian Institute of Family Studies, 300 Queen Street, Melbourne, Australia 3000.

Available from—Australian Institute of Family Studies, 300 Queen Street, Melbourne, Australia 3000.

Pub Type—Reports - Research (143)

EDRS Price - MF91 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Adjustment (to Environment), \*Adolescents, Comparative Analysis, Conflict, \*Divorce, Foreign Countries, \*Parent Child Relationship, \*Social Support Groups Identifiers—\*Australia

This document presents findings from the first stage of an Australian study examining how adolescents are affected when their parents divorce. The participants in the study were adolescents in 41 intact and 37 divorced families. Part 1 of the document contains eight chapters on the results of a series of quantitative analyses. Chapter 1 reviews the literature and outlines the study rationale; chapter 2 describes aample characteristics; and chapter 3 outlines the methodology. Chapter 4 compares the adjustment scores of adolescents from divorcing and intact families, reporting no differences between groups. Chapter 5 examines happiness, conflict, and parent-child relationships in both groups. Chapter 6 examines divorcing families only. Chapter 7 events no measurable differences between the developmental levels of the adolescents from divorced families and those from intact families, reporting no distrements and suggests ways in which the findings analy be used by parents and policynakers. Thirty-eight tables/figures and 93 references are provided. The appendixes include tabular research results and the adolescents' and parents' interview forms. (NB)

ED 297 233

CG 021 014

Guidelines for Handling Crisis Situations in the Schools.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Student Services.

Pub Date—8

Note—28p.

Pub Type— Guides - General (050)
EDRS Price - MF91/PC02 Pins Postage.
Descriptors— \*Crisis Intervention, Elementary Secondary Education, \*Policy Formation, \*Prevention, Program Design, Program Implementation, \*School Districts, \*School Policy, School Role This manual was developed to provide school systems with information useful in identifying and responding to crises in their schools and communities. It provides a framework for school systems to use in establishing procedures and guidelines to react appropriately to crisis situations. It consists of general information to guide school systems in developing specific programs, policies, and procedures to handle crisis situations. The manual consists of four sections. The first section provides a brief introduction and overview of various crises that could have an impact on an entire school and community. The second section presents suggested guidelines and procedures to follow when a school system responds to a crisis is situation. It includes a sample format for a crisis in and sample forms for a school's central office plan, school crisis plan, communication with ecentral office, and an illness crisis. The third section consists of programs and services that can be developed and implemented with a focus on prevention. The final section suggests resources which may help school systems develop preventive programs and manage crisis situations. This document is intended as a resource guide and is not meant to provide specific skills tor intervening during crisis situations. A bibliography of 46 items is included. (NB)

ED 297 234

Minority Representation: Efforts of the Alcohol, Drug Abuse, and Mental Health Administration. Report to the Honorable Daniel K. Inouye, U. S. Senste. CG 021 015

Senate.

General Accounting Office, Washington, D.C. Div. of Human Resources.

Report No.—GAO/HRD-88-49

Pub Date—May 88

Note—329.

Available from—U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first five copies are free; additional copies, \$2.00 each).

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postuge.

Descriptors—"Affirmative Action, Employment Practices, "Equal Opportunities (Jobs), "Federal Government, Pemales, "Government Employees, "Minority Groups, Personnel Policy, "Personnel Selection

SERCHON
In response to concerns about the affirmative action efforts of the Alcohol, Drug Abuse, and Mental Health Administration (ADAMHA), the General Accounting Office examined ADAMHA's personnel management and equal employment opportunity issues. Issues examined included the representation of minorities in the ADAMHA work force, especially at management and policyrabine. nity issues. Issues examined included the representation of minorities in the ADAMHA work force, especially at management and policymaking levels; numerical goals and timetables for hiring, promoting, and reassigning minorities; recruitment strategies and activities to increase the representation of minorities, the ADAMHA merit promotion plan; the representation of minorities and women on the ADAMHA grant review committees; and plans and actions concerning the preparation of ADAMHA's fiscal year 1988 affirmative action plan. Data were obtained from ADAMHA and Public Health Service documents, and were discussed with responsible officials in the offices. Also discussed was ADAMHA's fiscal year 1988 affirmative action plan. An official in the office of Federal Sector Programs in the Equal Employment Opportunity Commission (EBCDC) was contacted and pertinent directives issued to federal agencies were reviewed to obtain information on federal affirmative action planning for fiscal year 1988. The study found that ADAMHA was not in total compliance with EEOC affirmative action requirements and with some elements of the ADAMHA merit promotion plan. Recommendations to correct the deficiencies found were made to the Secretary of Health of Human Services. (NB)

ED 297 235

Grant to the National Partnership To Prevent Drug and Alcohol Abuse. Briefing Report to the Chairman, Subcommittee on Human Resources, Committee on Education and Labor, House of Representatives.

General Accounting Office, Washington, DC. General Growmann To:

Report No.—GAO/GGD-88-45BR

Pub Date—Apr 88

Note—41p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Administration, "Compliance (Legal), "Rederal Aci, Federal Legislation, "Federal Regulation, "Grants
The General Accounting Office (GAO) reviewed a grant awarded to the National Partnership To Prevent Drug and Alcohol Abuse by the Department of Justice's Office of Juvenile Justice and Delinquency Prevention (OJJDP). The GAO interviewed current and former agency and Partnership officials and reviewed applicable laws, policies, regulations, and agency documents and records to obtain information on: (1) the legality of OJJDP's involvement with the establishment of the Partnership; (2) the consistency of the grant award with applicable laws, policies, and regulations; (3) the amount expended by the grantee; (4) the consistency of the expenditure of funds with applicable federal regulations; (5) OJJDP's management of the grant objectives; (6) OJJDP's management of the grant objectives; (6) OJJDP's management of the grant objectives were not met. OJJDP's officials' conduct in relation to the Partnership; and (8) investigations of OJJDP officials' conduct in relation to the Partnership; and manny of the grant's objectives were not met. OJJDP's former Deputy Administrator was closely involved with the formation of the Partnership, federal funds were used to provide assistance for the Partnership's formation, and the grant award deviated from OJJDP's internal policy for awarding noncompetitive grants. Further research into these matters provided no basis to conclude that any laws were violated. (Appendices contain details about the objectives, scope, and methodology of the investigation; the awarding, managing, and funding of the grant.) (NB) grant.) (NB)

ED 297 236 CG 021 018 Leaf 251 450 CG 021 01 Hearing on H.R. 1801, To Reauthorize the Juvenile Justice and Delinquency Prevention Act. Hearing before the Subcommittee on Education and Labor. House of Representatives, One Hundredth Congress, First Session (September 11, 1987).

dredth Congress, First Session (September 11, 1987).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date—88
Note—269p.; Serial No. 100-51.

Available from—Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

Pub Type— Legal/Legislative/Regulatory Materials (990)

EDRS Price - MPU/PC11 Plus Postage.
Descriptors—"Delinquency, "Delinquency Prevention, "Federal Legislation, Hearings, Justice Juvenile Courts, "Youth Problems Identifiers—Congress 100th, "Juvenile Justice Delinquency Prevention Act 1974, "Reauthorization Legislation

In discourant presents witnesses' testimonies and prepared statements from the first of a series of

linquency Prevention Act 1974, "Reauthorization Legislation
This document presents witnesses' testimonies and prepared statements from the first of a series of Congressional hearings on the reauthorization of the Juvenile Justice and Delinquency Prevention Act. Opening remarks are included from Representatives Dale Kildee, Augustus Hawkins, Thomas Tauke, and Thomas Sawyer. Issues are raised about the jail removal mandate, the violent and repeat offender problem, minority incarceration, the valid court order, and the distribution of funds and special emphasis grant priorities. Witnesses providing testimony include: (1) Barry Krisberg, president, National Council on Crime and Delinquency; (2) Richard Gardell, steering committee member, National Council of Juvenile and Family Court Judges; (4) Luke Quina, chairman, Juvenile Justice Subcommittee, National Association of Counties; (5) James W. Brown, project director, Community, Research Associates, Champsign, Illinois; (6) Guy Fournier, vice chair, Children and Family Council for Prevention Programs, Hyde Park, Vermont, secompanied by youth member Christopher Fleury; (7) Augustine Bace, executive director, Youth Development, Inc., Albuquerque, New Mexico; and (8) Beth Farnbach, executive director, Temple Lesp, Philadelphia, Pennsylvania. Prepared statements, letters, and supplemental materials are included. (NB)

ED 297 237

Equal Access to Health Care: Patient Dumping, Hearing before a Subcommittee of the Committee on Government Operations, House of Representatives, One Huadreth Congress, First Seasion (July 22, 1987).

Congress of the U. S., Washington, D. C. House Committee on Government Operations. Pub Date—88

Note—468

Note—469.

Available from—Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Legal/Legislative/Regulatory Materials (990)

EDRS Price - MF0L/PC19 Plus Pestage.

Descriptors—"Civil Rights, "Federal Legislation, "Health Services, Hearings, "Medical Services Identifiers—"Access to Health Care, Congress 100th, Patient Dumping, "Patients Rights This document presents witnesses' testimonies and prepared statements from the Congressional hearing called to examine the issue of equal access to health care and the practice of patient dumping which may take the form of transferring a patient to another hospital, refusing to treat a patient, or subjecting a patient to long delays, and which may involve discrimination on the besie of poverty, race, ethnicity, or appearance. Opening statements are included from Representatives Ted Weiss and Jim jecting a patient to long delays, and which may inevolve discrimination on the besis of noverty, race, ethnicity, or appearance. Opening statements are included from Representatives Ted Weiss and Jim Lightfoot. Witnesses providing testimony include: (1) Fortney Stark, Congressional Representative from California; (2) Zettie Mae Hill and Jesse Green, who tell of their personal experiences with patient dumping; (3) Judith Waxman, managing attorney, National Health Law Program; (4) Arnold Relman, editor, New England Journal of Medicine; (5) Arthur Kellermann, medical director, Emergency Services, the Regional Medical Center, Memphis, Tennessee; (6) David Ansell, attending physician, Division of General Medicine/Primary Care, Cook County Hospital, Chicago, Illinois; and (7) William Roper, administrator, Health Care Flanancing Administration (HCFA), United States Department of Health and Human Services, accompanied by Richard Kusserow, inspector general, and Audrey Morton, director, Office for Civil Rights. HCFA witnesses reported on federal effects enforce the anti-dumping laws. Additional testimony/statement were submitted by the Coalition To Stop Patient Dumping, the American College of Emergency Physicians, and Legal Services of Tennessee. The appendixes include legislative and regulatory materials. (NB)

ED 297 238 CG 021 02
The White House Conference for a Drug Free
America. Hearing on H.R. 3226 before the
Subcommittee on Crime of the Committee on the
Judiciary. House of Representatives, One Hundredth Congress, First Session (September 10, CG 021 020 1987).

1987).
Congress of the U.S., Washington, D.C. House Committee on the Judiciary.
Pub Date—88
Note—27p.; Serial No. 21.
Available from—Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
Pub Type—Legal/Legislative/Regulstory Materials (1990)
EDRS Price - MP01/PC02 Plus Postage.
Descriptors—Conferences, \*Costs, \*Drug Use, \*Federal Legislation, Hearings, \*Illegal Drug Use, \*Prevention

Descriptors—Conferences, "Costs, "Drug Use, 
"Federal Legislation, Hearings, "Illegal Drug Use, 
"Prevention 
Identifiers—Congress 100th, "White House Conference for a Drug Free America 
This document contains testimony from the Congressional hearing called to consider H.R. 3226, a 
bill introduced in the House of Representatives to 
amend the Anti-Drug Abuse Act of 1986 to permit 
certain participants in the White House Conference 
for a Drug Free America to be allowed travel expenses, and for other purposes. The text of the bill 
is presented in the document. Brief opening statements are given by Representatives William J. 
Hughes and Peter W. Rodino, Jr. Also included is 
the testimony of Lois Haight Herrington, the chairmann of the White House Conference for a Drug 
Free America, as it was presented by William Oltmann, the Conference's deputy executive director. 
In his testimony, Oltmann explains how a provision 
in the original statute prohibits apps opriated funds 
from being used to reimburse expenses for Conference 
members or participants and expresses con-

cern that this provision would prohibit the participation of some parents, directors of private non-profit
prevention and treatment programs, law enforcement officials, school personnel, volunteers, and
youth from attending the Conference. He asks permission for a very limited use of spropriated funds
to reimburse expenses, based on the individual's
ability to pay; and for a gift authority to permit the
White House Conference to receive gifts from the
private sector that could be used to pay for some
expenses. Questions asked by the Subcommittee
and answers provided by Oltmann are included, as
is a brief statement by the American Public Health
Association. Relevant materials are appended. (NB)

ED 297 239

Pinnning for an Aging America: The Void in Reliable Data. Hearing before the Select Committee on Aging, House of Representatives, One Hundredth Congress, First Sension (October 20, 1987).

mittee on Aging, House of Representatives, Ose Hundredth Congress, First Sension (October 20, 1987).
Congress of the U.S., Washington, D.C. House Select Committee on Aging.
Report No.—House-Comm-Pub-100-645
Pub Dates—88
Note—152p.
Available from—Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
Pub Type—Legal/Legislative/Regulatory Materials (900)
EDRS Price - MPBI/PC97 Plus Postage.
Descriptors—Aging (Individuals), "Census Figures, Data Collection, "Demography, Futures (of Society), Hearings, High Risk Persons, "Rispanic Americans, "Older Adults, "Population Trends, "Reliability, Sample Size Identifiers—Congress 100th This document contains testimonies and prepared statements from the Congressional hearing called to examine the difficulties associated with the lack of reliable demographic data for use in planning appropriate assistance to "special populations" of older Americans, including minorities, persons with disabilities, the rural elderly, older women, frail persons, and low-income persons. In his opening statement, Representative Edward Roybal stresses the importance of the hearing given current proposals for changes in the 1990 Census. An opening statement by Representative James Jeffords and prepared statements by Representatives Mervyn Dynally, Matthew Rinaldo, and Constance Morella are included. John G. Keane, director of the Bureau of the Census, United States Department of Commerce discusses interagency cooperative efforts, Census Bureau research and analysis on aging, the decennial Census questionnaire content and tabulations. Also providing testimony are (1) Emily Gantz McKay, executive vice president of the National Council of La Razz, and (3) William M. Ortiz, executive director of the San Juan Center, Inc., Hartford, Connecticut. Testimonies focus on the problems of the Hispanic elderty and on the difficulties involved in obtaining reliable statistics. (NB)

obtaining reliable statistics. (NB)

ED 297 240 CG 021 022

The Federal Role in Providing Services to the Mestally III. Hearing before a Subcommittee of the Committee on Government Operations. House of Representatives, One Humbredth Coordinatives, The Humbredth Coordinatives, The Humbredth Coordinatives on Government Operations. Pub Date—88

Note—220p.

Available from—Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Legal/Legialative/Regulatory Materials (990)

EDRS Price - MP01/PC09 Plus Pestage.
Descriptors—"Delivery Systems, "Federal Programs, "Government Role, Hearings, "Human Services, Individual Needs, "Mental Disorders, "Mental Health Programs Identifiers—Congress 100th

This document presents witnesses' testimonies and prepared statements from the Congressional hearing called to review the United States Department of Health and Human Services' response to mental illness, focusing on the delivery of services for the severely mentally ill, and the leadership role

of the National Institute of Mental Health in helping states and communities improve those services. Issues examined include the extent of the problems regarding lack of appropriate services for the severely mentally ill, why federal entitlement programs have been inadequate in providing basic living requirements and treatment for many of the severely mentally ill, and what federal programs have been most effective. Opening statements are included by Representatives Ted Weiss and Jim Lightfoot. Witnesses providing testimony include:

(1) Ann Baxter, director. Calvary Shelter, Washington, D.C.; (2) Davis Pollack, representing the Nistional Alliance for the Mentally Ill; (3) Shervert Frazier, psychiatrist in chief, McLean Hospital, Belmont, Massachusetts; (4) Charles Kiesler, provost, Vanderbilt University, representing the American Psychological Association; (5) Steven Sharfstein, vice president, Sheppard and Baoch Pratt Hospital, Baltimore, Maryland, representing the American Psychiatric Association; (6) Joseph Autry, acting associate administrator for policy coordination, Alcohol, Drug Abuse, and Mental Health Administrator; (7) Frank Sullivan, seting director, National Institute of Mental Health; (8) Richard Surles, administrator, Office of Mental Health / Mental Retardation, Philadelphia Health Department, Pennsylvania; and (9) Martha Knisley, deputy director, Ohio Department of Mental Health Letters, statements, and other relevant materials submitted for the record are included. (NB)

statements, and other relevant materials submitted for the record are included. (NB)

ED 297 241

CG Q21 Q23

Alwases in Geardianship of the Elderly and Infirm:
A National Disgrace. A Brieffing by the Chairman of the Subcusmittee on Health and Long-Term Care of the Select Committee on Aging. House of Representatives, One Hundredth Congress, First Sensins (September 25, 1987).
Congress of the U.S., Washington, D.C. House Select Committee on Aging.
Report No.—House-Comm-Pub-100-641
Pub Date—38
Note—140p.; Some pages contain small, light print.
Available from—Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
Pub Type—Legal/Legislative/Regulatory Materials (090)
EDIES Price - MPUI/PC06 Plus Postage.
Descriptors—"Elder Abuse, Hearings, "Mental Disorders, "Older Adults, "Self Care Skills Identifiers—Congress 100th, "Guardianship This document presents a briefing by Representative Claude Pepper on the abuses in guardianship of the elderly and infirms, and testimony from witnesses at the Congressional hearing called to examine the issue of guardianship abuse. The opening statement of Representative Pepper and a prepared by a producer; (3) John Hartman, a former public guardian and currently an inmate at Community Treatment Center in Detroit, Michigan; and (6) Jim Godes, an investigator for the Subcommittee on Health and

ED 297 242 CG 021 024 Mder Americana Act Amendments of 1987. House of Representatives, One Hundredth Congress, Pirst Semion.

First Session.
Congress of the U.S., Washington, D.C. House
Committee on Education and Labor.
Report No.—House-R-100-97
Pub Data—18 May 87
Note—69p.
Pub Type— Legal/Legislative/Regulatory Materials (090)— Reports - General (140)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—"Federal Aid, "Federal Legislation,
"Federal Programs, "Older Adults
Identifiers—Congress 100th, "Reauthorization
Legislation
This document contains a report by the House of
Representatives' Committee on Education and Labor concerning the bill H.R. 1451 to amend the
Older Americans Act of 1965 to authorize appropriations for the fiscal years 1988, 1989, 1990, and
1991; and to reauthorize the Native American Programs Act of 1974 for an additional 4 years at a level
of such sums as may be necessary. Included in the
report are an introduction, a discussion of committee action, an explanation of the background and
need for the legislation, an explanation of the bill, a
statement of committee approval, an oversight
statement, an inflationary impact statement, oversight findings and recommendations of the Committee on Government Operations, an estimation of the
cost of the legislation, and a section-by-section analysis of the bill. The text of the bill is included, with
amendments in italic type, and the title of the bill is amendments in italic type, and the title of the bill is amended to reflect the amendments to the text of the bill. The committee's recommendation that the bill as amended be passed is expressed. Minority, dissenting, and individual views are included. (NB)

ZAJ 297 243

CG 021 025

Juvenile Justice and Deliquency Prevention

Amendments of 1988, House of Representatives,

One Hundredth Congress, Second Seasion.

Congress of the U.S., Washington, D.C. House

Committee on Education and Labor.

Report No.—House-R-100-605

Pub Date—5 May 87

Nose—71s. CG 021 025

Report No.—House-R-100-605
Pub Date—5 May 87
Note—71p.
Pub Type—Legal/Legislative/Regulatory Materials (090) — Reports - General (140)
EDRS Price - MF91/PC03 Plus Postage.
Descriptors—Delinquency Prevention, "Federal Aid, "Federal Legislation, Federal Programs, "Justice, Juvenile Courts Identifiers—Congress 100th, "Juvenile Justice, "Reauthorization Legislation
This document contains a report by the House of Representatives' Committee on Education and Labor concerning the bill H.R. 1801 to amend the Juvenile Justice and Delinquency Prevention Act of 1974 to authorize appropriations for fiscal years 1989 through 1992. Included in the report are an introduction, a discussion of committee action, an explanation of the background and need for the legislation, an explanation of the bockground and need for the legislation, an explanation of the bockground end need for the legislation, and a section-by-section analysis of the committee approval, an oversight statement, an inflationary impact statement, oversight findings and recommendations of the Committee on Government Operations, an estimation of the cost of the legislation, and a section-by-section analysis of the bill. The text of the bill is included, with amendments in italic type. The committee's recommendation to continue the Juvenile Justice and Delinquency Prevention Act of 1974, authorizing appropriations for fiscal years 1989, 1990, 1991, and 1992 is included. (NB)

ED 297 244

CG 021 026
Youth Solcide Prevention in Vermont. The Lieutenast Governor's Task Force.
Vermont State Dept. of Education, Montpeller.
Pub Date—May 88
Note—399.
Pub Type—Reports - General (140)
EDRS Price - MP91/PC02 Plus Postage.
Descriptors—Adolescents, Children, "Crisis Intervention, Elementary Secondary Education, "Prevention, Eschool Role, "State Programs, "Suicide Identifiers—Vermont
This report was written as part of an attemet by

Identifiers—"Vermont

This report was written as part of an attempt by
the state of Vermont to significantly decrease the
number of adolescents involved in self-destructive
and suicidal behaviors. It focuses on schools as a
starting point to preventing youth suicide in Vermont. The introduction outlines the extent of the
problem of adolescent suicide. The remainder of the
report is divided into three sections focusing on primary prevention, secondary prevention or intervention, and tertiary prevention or treatment. The
section on primary prevention of first recommendations in the areas of parenting education, school
climate, curriculum, stress and depression management, physical fitness management, nutrition management, asfety, developing a written protocol, the
Vermont Suicide Prevention Resource Center, and
peer support. The section on secondary prevention
concentrates on faculty and staff education and
helping parents prevent youth suicide. The tertiary

prevention section presents recommended proto-cols for use in dealing with a potential suicide, fol-lowing a suicide attempt, and following a completed suicide. A bibliography is included. A sample bro-chure to send home with report cards, a list of areas of concern and recommendations, a description of the Vermont Prevention Training Team, and a list of professional resources are appended. (NB)

CG 021 027

app, Allen D.
ongs of Despair: A Case Study of Adolescent

Suicide,
Pub Date—Apr 88
Note—24p.; Paper presented at the Annual Meeting of the Academy of Criminal Justice Sciences
(San Francisco, CA, April 1988).
Pub Type—Reports - General (140) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adolescents, Case Studies, \*Depression (Psychology), \*Poetry, \*Stress Variables,
\*Suicide

\*Suicide dentifiers—Adolescent Suicide
This report outlines the extent of the problem of adolescent suicide in the United States, noting that suicide is the third leading cause of desth among adolescents in this country and that the rate of suicide is the suicide is the country and that the rate of suicide is the suicide in the suicide is the suicide in the suicide suicide. adolescents in the country and that the rate of san-cide by adolescents is expected to continue to in-crease in the future. It examines one adolescent suicide, using the case study method, to illustrate the problem. Definitions of suicide and of adoles-cence are presented and factors related to adoles-cent suicide are reviewed. The remainder of the cent suicide are reviewed. The remainder of the paper discusses the case study of a teenager who hanged himself a few days before his 18th birthday. Poems written by the boy are included throughout the text and are used to illustrate how he passed through the stages of haplessness, helplessness, and hopelessness. Messages contained in the boy's writings are used to explain how suicide was selected as a solution to his perceived and actual problems. (NR)

ED 297 246 CG 021 028 Harlow, Caroline Wolf
Motor Vehicle Theft. Special Report.
Department of Justice, Washington, D.C. Bureau of
Justice Statistics,
Report No.—NCJ-109978
Pub Date—Mar 88

Pub Date—Mar 88

Note—13p.

Pub Type— Reports - Research (143)

EDRS Price - MFDL/PC91 Plus Pestage.

Descriptors—\*Crime, \*High Risk Persons, \*Motor Vehicles, \*National Surveys, \*Stealing, Trend Analysis, \*Victims of Crime

Thirteen years of data from the National Crime
Survey were analyzed to examine the characteristics of motor vehicle theft, to identify trends during the next 13 years, and to determine who are motor. tics of motor vehicle theft, to identify trends during the past 13 years, and to determine who are most likely to be victims of motor vehicle theft. All motor vehicle thefts reported to the National Crime Survey from '973 through 1985 were examined. Between 1973 and 1985, there were 12,338,000 motor vehicles thefts in the United States, and 7,097,000 attempted thefts. The number of motor vehicles stoned 33% during the 1973-1985 period, from 9 to 6 per 1,000 registered vehicles. Motor vehicle thefts, whether completed or attempted, most often took place at night; vehicles were most often parked near the victim's home, in noncommercial parking lots, or on the street. A household member was present in about nine percent of all motor vehicle thefts, and in three percent the offender either present in about nine percent the offender either threatened or physically attacked the victim. Stolen motor vehicles were recovered in 62% of the incidents. Almost 9 in 10 completed motor vehicle thefts were reported to the police. Blacks, Hispanics, households headed by persons under age 25, people living in multiple-dwelling units, residents of central cities, and low-income households were among those most likely to be victimized by motor vehicle theft included individuals age 55 and older, people who owned their own homes, and those living in rural areas. (NB)

ED 297 247 CG 021 029

CG 021 02: Kasper, Judith A. And Others
A Summary of Expenditures and Sources of Payment for Personal Health Services from the National Medical Care Expenditure Survey:
Data Preview 24. National Health Care Expenditure Study.
National Center for Health Services Research an

nter for Health Services Research and

Health Care Technology Assessment (DHHS/PHS), Rockville, MD. Report No.—DHHS-PHS-87-3411; ISBN-1-55808-000-7

Report No.—DHHS-PHS-87-3411; ISBN-1-55808-000-7
Pub Date—May 87
Note—290.
Pub Type—Reports - General (140)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Demography. "Expenditures, "Health Care Costs, "Health Insurance, "Health Services, "National Surveys, Socioeconomic Status, Trend Analysis, Use Studies
The National Center for Health Services Research and Health Care Technology Assessment conducted a study to examine how Americans use health care services and to determine national paterns of health expenditures and insurance coverage. Data were obtained from the National Medical Care Expenditure Survey interviews conducted with 14,000 randomly selected households at 6 times over an 18-month period during 1977 and 1978. Data were analyzed to determine annual expenses for personal health services and mean health care expense per person by selected demographic and socioeconomic characteristics. The data showed that inpatient hospital and physician care consumed almost 60% of expenditures during 1977. Persons with expense spent 5594 on the average for health services, with the family and private insurance together assuming almost two-thirds of the cost. On an individual basis, females of all ages incurred a higher percentage of out-of-pocket expense than did males. Mean expense per person with personal health care expenditures was also higher than the 3594 national average for blacks, for those with family incomes below \$12,000, and for persons living in the Northeast and the West. Between 1970 and 1977, increases in health care expenditures after adjustment for health care price inflation were particularly noticeable for the population age 55 and older and for the inpatient component of services. (Author/NB)

ED 297 248

CG 021 030

Hearing on H.R. 457, the Youth Suicide Prevention Act. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor.

House of Representatives, One Hundredth Congress, First Sension.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date—13 May 87

Note—72p.; Serial No. 100-44. Some pages contain small, light print.

Available from—Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

Pub Type— Legal/Legislative/Regulatory Materials (990)

Pub Type-als (090)

EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Adolescents, \*Federal Legislation,
Hearings, \*Prevention, \*Suicide, \*Youth Prob-

Hearings, "Prevention, "Suicide, "Youth Problems Identifiers—"Adolescent Suicide, Congress 100th This document presents witnesses' testimonies and prepared statements from the Congressional hearing conducted on H.R. 457, the Youth Suicide Prevention Act, legislation which would authorize funds to be reserved from the Secretary's discretionary fund in the Chapter 2 Program for youth suicide prevention programs administered in the Department of Education. Opening statements are included by Representatives Augustus Hawkins and Marge Roukema. Witnesses providing testimony include: (1) Representatives Gary Ackerman and Tom Lantos, two Congressmen who introduced the legislation; (2) Tom Kavanaugh, director of special services, Franklin School, Bergenfield, New Jersey, who was the psychologist responsible for coordinating the postvention efforts after the multiple suicides of four adolescents in Bergenfield in March, 1987; (3) Warren Hagberg, California; (4) Joanne Brokaw-Livessy, member, board of directors, Youth Suicide National Center, Washington, D.C.; and (5) Beverly Kay Celotta, president, Celotta, Jacobs, and Keys Association, representing the American Association for Counseling and Development, Washington, D.C. Prepared statements, letters, and supplemental materials submitted for the record are included. (NB)

ED 297 249 CG 021 031 Zambelli, Grace C. Lee, Sandra S. Reporting Child Sexual Abuse: Ethical Dilemmas,

and Guidelines for Decision Making.

Pub Date—[85]

Note—[59]

Note—[59]

Pub Type— Reports - General (140)

EDRS Price - MF01/PC01 Plus Pectage.

Descriptors—"Child Abuse, "Compliance (Legal),
"Confidentiality, Ethics, Laws, "Legal Responsibility, Sexual Abuse, "State Legislation identifiers—"Reporting Laws

All states have laws mandating that certain individuals report suspected occurrences of child abuse.

Mandatory reporting statutes, their administration, and their judicial interpretation have created many ethical, legal, and clinical dilemmas. The abrogation of the confidentiality in the therapeutic relationship is probably the foremost ethical dilemma created by the mandated reporting statutes. There may be specific problems involved when reporting instances of sexual molestation. Reports of physical or sexual shouse which lead to judicial proceedings are less frequent today than in the past, but the potential social injury to the family is still enormous. Few studies have compared the number of reports made with the number of cases of actual physical or sexual abuse in a given jurisdiction. There is no documented causal connection between mandatory reporting laws a decrease in the amount of child abuse itself. In spite of the resulting ethical and clinical problems, mandatory reporting laws are valuable. What may be needed are revisions in the laws, a better and more uniform definition of what is reportable as suspected sexual abuse, uniform criteria to guide human services professionals in dealing with parents, and the establishment of minimal child welfare standards and decision-making guidelines. (A five-page bibliography is included. Tables list 20 reasons why human services professionals may avoid reporting sexual abuse and provide some guidelines for decision-making when reporting child sexual abuse.) (NB)

guidelines for decision-making when reporting child sexual abuse.) (NB)

ED 297 250

CG 021 032

Buri. John R. Mueller, Rebecca A.

In the Eye of the Beholder: Self-Esteem and Children's vs. Parents' Assessments of Parental Nurturance and Discipline.

Pub Date—Apr 88

Note—14p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (60th, Chicago, IL, April 1988).

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—"Authoritarianism, Child Rearing, College Students, "Discipline, Higher Education, "Parent Child Relationship, Parenting Skills, Parent Role, "Self Esteem Identifiers—"Nurturance

Identifiers—"Nurturance Past research has implicated the familial variables of parental nurturance and parental discipline in the development of global self-esteem in children. This study examined college students' levels of self-esteem as a function of their own versus their parents' appraisals of parental nurturance and parental authority, Subjects were 128 college students and both of their parents. Students completed a global self-esteem scale, a mother's nurturance scale, a father's nurturance scale, a mother's Parental authority, Subjects were 128 college students and both of their parents. Students ompelted a global self-esteem scale, a mother's nurturance scale, a father's nurturance cale, a mother's Parental authority Subjects were lasted to self-esteem than were to self-esteem while parental authoritarianism was inversely related to self-esteem than were the parental authoritativenes was directly related to self-esteem than were the parental authoritativenes was directly related to self-esteem than were the parental authority related to self-esteem than were the parental authority was important source of parental authority was noneyed and authority was noneyed and authority was noneyed and authority was noneyed and authority was uniportant source of parental nurturance information. (Author/NB)

Information.

ED 297 251

Boyd, Patti A.

Career Development Needs of Students.
Pub Date—May 88

Note—14p.; Paper presented at the Annual Ohio
Association for Counseling and Development
(Columbus, OH, October 31-November 2, 1988).
Pub Type—Reports - General (140) — Speeches/Meeting Papers (150)

EDRS Price - MF01/FOII Plus Postage.
Descriptors—\*Career Development, \*College Students, \*Counseling Techniques, \*Decision Mak-

ing, Higher Education, "Majors (Students), "Student Needs
Undecided college students, those students who have entered college without declaring a major field of study, make up a significant population. Counselors can help undecided college students by using a four-step career decision-making model, consisting of the steps of self-swareness, career information, decision-making, and an action plan. In the first step, students reflect upon themselves and generate self-information about their interests, values, skills and abilities, experiences, and personality characteristics. In the second step, students gather career information, such as the nature of work tasks, salries, training pathways, employment outlook, work environment, opportunities for advancement, related occupations, hours, personal qualities necessary, and how to obtain more information. In the third step, students rate the tentative careers on aspecta related to their self-information. The final step involves developing an action plan to follow in reaching career goals. Plans might include developing specific skills, acquiring volunteer or work experience, writing a resume, making contacts in the field, or beginning a job search. These steps have been used by graduate and undergraduate student paraprofessionals to help undecided students at the University of Toledo's Career Information Center. The program has received positive support from the university administration and very positive responses from student users. (NB)

ED 297 252

CG 021 034

Herman, Judith
Sexual Violence, Work in Progress No. 83-05.
Wellesley Coll., MA. Stone Center for Developmental Services and Studies.

Pub Date-84

mental Services and Studies.
Pub Date—\$4
Note—11p.
Pub Type—Reports - General (140)
EDBS Price - MP01/PC01 Plus Pustage.
Descriptors—Attitude Change, "Family Violence, Females, "Feminiam, Prevention, "Rape, "Sexual Abuse, Social Attitudes, "Victims of Crime Rates of sexual assault on women are sufficiently high that women live with a lifelong, pervasive fear of violence. Research has just begun to identify and analyze the health and mental health effects of sexual assault on victims, and studies are investigating the social and individual motivations of perpetrators. This document contains a colloquium lecture on the issue of sexual violence which looks at the victims of sexual assaults and the offenders. It discusses social attitudes toward sexual assault, concluding that most sexual assaults are implicitly condoned by society. It considers the social functions of sexual violence, asserting that sexual assault is a socialized behavior and a means by which male supremacy is enforced and perpetuated. Strategies for resistance are suggested, and the organized efforts of women in the last 10 years are noted as having changed rape laws in every state, created for resistance are suggested, and the organized efforts of women in the last 10 years are noted as having changed rape laws in every state, created the National Center for Prevention and Control of Rape, and ended secrecy and raised consciousness about rape. Several implications of sexual violence for women's psychological development are explored. A series of questions, answers, and highlights of a discussion session which followed the co-oquium lecture are included in the paper. (Author, PB)

ED 297 253 CG 021 035

ED 297 253

Hetherington, E. Mavis Clingempeel, Glenn
Coping with Remarriage: The First Two Years.

Pub Date—Mar 88

Note—10p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (34th, New Orleans, LA, March 31-April 2, 1988). For related documents, see CG 021 035-039.

035-639.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adjustment (to Environment), Adolescent Development, "Adolescents, Comparative Analysis, Coping, Divorce, "Family

Relationship, Longitudinal Studies, "Nuclear

Family, "One Parent Family, "Preadolescents,

Remarriage, "Stepfamily

It has been estimated that about 30% of children
will spend some time in a stepfamily and that 10%

of children will experience two divorces of the custodial parent before they are 16 years of age. While

there exists a substantial amount of research on di-

vorce, there is a paucity of studies on remarriage. A longitudinal study was conducted to examine changes in family roles, relationships, and functioning in the first 2.5 years following remarriage. Family interaction patterns and the adjustment of early adolescent children in three types of families (step-father families; nondivorced families; and families with a divorced, non-remarried custodial mother) were examined. Factors associated with children's successful coping or vulnerability to adverse effects of their parents' marrial transitions were explored. Target children were between the ages of 9 and 13 at the beginning of the study. Stepfamilies were assessed three times, once in the first 7 months following remarriage, and again at approximately 16 and 26 months following remarriage. Other subjects were assessed at approximately comparable time periods. At the beginning of the study there were 202 families fairly evenly distributed across family groups and male and female target children. By the third assessment, there were 164 families still participating in the study. Each assessment involved a large set of interview, observational, and standardized test measures. (Results of the study are reported in the four documents that follow). (NB)

ED 297 254 CG 021 036

ported in the four documents that foliow.) (NB)

ED 297 254

CG 021 036

Hollier. Ewlyw Ann

Parenting Adolescent Children in Nondivorced,
Divorced, and Remarried Families.

Pub Date—Apr 88

Note—379.; Paper presented at the Annual Meeting of the Southeastern Psychological Association
(34th, New Orleans, L.A., March 31-April 2,
1988). For related documents, see CG 021 035
and CG 021 037-039.

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adjustment (to Environment), Adolescent Development, "Adolescents, Comparative Analysis, Coping, Divorce, "Family
Relationship, "Parmily Structure, Longitudinal
Studies, "Nuclear Family, One Parent Family,
"Parent Child Relationship, Parenting Skills, Preadolescents, Remarriage, "Stepfamily
A longitudinal study of stepfamilies, divorced maternal custody families, and nondivorced families
was conducted to assess the competence of mothers
in different family structures, examine stepfather-stepchild relationships compared to relationships between nondivorced biological fathers and
their children, see how relationships changed over
time for parents and children in remarried families,
and examine how parenting in all three types of
families might change as children grew older and
moved further into adolescence. Three composite
indices of parenting behavior (warmth, control, conflict) were drawn from self, spouse, and
child perspectives on parenting. While the general
tendency appeared to be for parents and children to
diseagage as children grew older, family structure
superimposed its own patterns over this general pattern. Homes with absent fathers and those adjusting
to a stepfather appeared more vulnerable to disrupted parent-child relationships during adolescence, (NB)

ED 297 255 CG 021 037

ED 297 255
Hepon, Margaret Stanley Deol, James E.
Levels of Analyses: Changes in Patterns of Family
Interactions from Dyadic to Triedic Level.
Pub Date—Apr 88
Note—22p; Paper presented at the Annual Meeting of the Southeastern Psychological Association
(34th, New Orleans, LA, March 31-April 2, 1988). For related documents, see CG 021
035-036 and CG 021 038-039.
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Prics - MP01/PC01 Plus Pestage.
Descriptors—Adjustment (to Environment), Adolescent Development, \*Adolescents, Comparative Analysis, Coping, Divorce, \*Family, Parent Child Relationship, Family Structure, Longitudinal Studies, \*Nuclear Family, One Parent Family, Parent Child Relationship, \*Preadolescents, Remarriage, \*Stepfamily
One goal of a longitudinal study of stepfamilies, divorced families was to assess similarities and differences between family members' interactions at the dyadic and trisdic levels across time. Observers' ratings of videotaped spouse-to-spouse, parent-

to-child, and child-to-parent behaviors during both dyadic and triadic problem-solving settings were obtained at three waves of data collection. The results revealed that, compared to mothers in nondivorced families, remarried mothers were significantly less positive, more negative, and less controlling in dyadic mother-child interactions even after 26 months of remarriage. In contrast, children of remarriag mothers closely resembled children in nondivorced families in their behaviors toward their mothers. Data on the stepfather-stepchild relationship showed little evidence that the stepfather adopted a more active and positive parental role over time. The positive and negative behaviors of stepfathers and stepchildren paralleled each other at all three waves of data collection. The hypochesis that interactions between nondivorced family members wave partially supported. Children in newly forming stepfamilies experienced greater inconsistencies than did children in nondivorced families. Inconsistencies observed may be an index of continued role smbiguity even 2.5 years after remarriage. (NB) even 2.5 years after remarriage. (NB)

ED 297 256

ED 297 257

ED 257

ED

ED 297 257

Lindner, Marjorie S. Anderson, Edward R.

Restiliency and Vulnerability in Psychosocial Functioning during the Adaptation to Remartiage.

Pub Date—Apr 88

Note—34p; Paper presented at the Annual Meeting of the Southeastern Psychological Association (34th, New Orleans, LA, March 31-April 2, 1988). For related documents, see CG 021 035-039.

035-039.

O35-039.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Pestags.

Descriptors—Adjustment (to Environment), Adolescent Development, \*Adolescents, Behavior

Problems, Comparative Analysis, Coping, Divorce, \*Family Relationship, Longitudinal Studies, \*Nuclear Family, \*One Parent Family,

\*Preadolescents, Remarriage, Sex Differences,

\*Stepfamily

One goal of a longitudinal study of stenfamilia-

One goal of a longitudinal study of stepfamilies,

divorced maternal custody families, and non-divorced families was to assess the response of chil-dren to the experiences associated with stepfamily formation and to identify factors that may buffer children against adverse life experiences or make them more vulnerable to negative outcomes. Chil-dren's adjustment was measured at three time peri-ods over 2.5 years. Composite measures of externalizing, internalizing, and competence were created from reports of mothers, fathers, teachers, and children from interviews and 24-Hour Behavior Checklists, as well as from observational measures based on a composite of global rating scales. The results showed that boys from divorced families ex-hibited fewer problems over time, as they continued hibited fewer problems over time, as they continued to adjust to life in a single-parent household, whereas girls in divorced families exhibited more whereas girls in divorced trainings exhibited more problems over time. Boys in remarried families exhibited high levels of problematic behavior throughout the course of the study, while girls in remarried families showed some improvement. Levels of competent behavior were highest for children from nondivorced homes, and lowest for children from remarried homes. Girls were viewed as more comremarried noises. Onto were viewed as more com-petent than boys throughout this age range. Analy-ses were conducted to examine which factors attenuate or exacerbate problems in adaptation, with a focus on externalizing disorders. (NB)

## CS

ED 297 258
Gentner, Dedre Toupin, Cecile
Systematicity and Surface Similarity in the Development of Analogy, Technical Report No. 358.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
Spons Agency—National Inst. of Education (ED),

Spons Agency—National Inst. o Washington, DC. Pub Date—Dec 85 Contract—NIE-C-400-81-0030

Washington, DC.
Pub Date—Dec 85
Contract—NIE-C-400-81-0030
Note—50p.
Pub Type—Reports - Research (143)
EDRS Price - MP61/PO22 Plus Pestage.
Descriptors—Children, "Cognitive Ability, "Cognitive Development, "Cognitive Mapping, Cognitive Development, "Cognitive Mapping, Cognitive Structures, Cognitive Tests, Educational Research, Elementary Education, Performance, "Schemata (Cognition), Task Analysis
Identifiers—Analogy, "Systematicity
This research investigates the development of snalogy, in particular, the study of the development of systematicity in analogy, Systematicity refers to the mapping of systems of mutually constraining relations, such as causal chains or chains of implication. A preference for systematic mappings is a central aspect of analogical processing in adult (Gentner, 1980, 1983). This research asks two questions. (1) does systematicity make analogical mapping easier; and (2) if so, when developmentally dochildren become able to utilize systematicity. Children aged 5-7 and 8-10 acted out stories with two characters. Then they were asked to act out the same stories with new characters. Two variables were manipulated systematicity, or the degree of explicit causal structure in the original stories, and the transparency of the object-mapping. Transparency was manipulated by varying the similarity between the original characters and the corresponding new characters; it was included in order to vary the difficulty of the transfer task. If children can utilize systematicity, then their transfer accuracy should be greater for systematic stories. The results show (1) as expected, transparency strongly influenced transfer accuracy for both age groups, transfer accuracy shorped sharply as the object-correspondences became less transparent; (2) for the older group, there was also a strong effect of systematicity and an interaction between the two variables. Given a systematic story, nine-year-olds could transfer it accurately regardless of the transparency of the object correspondences. tematic story, nine-year-olds could transfer it accurately regardless of the transparency of the ob-ject correspondences. (Author)

Goodman. Kenneth S. Gespass, Suzanne Text Features as They Relate to Miscues: Pro-nouns, Program is Language and Literacy Occa-sional Paper No. 7. Arizona Univ., Tucson. Arizona Center for Educa-tional Research and Development. Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Mar 83 Contract—NIE-C-00-3-0087 Note—79p. Available from—Program in Language and Liter-acy, College of Education, Room 504, University of Arizona, Tucson, AZ 85721 (\$3.00 including

of Arizona, Tucson, AZ 85721 (\$3.00 including postage).
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Elementary Education, \*Language Patterns, \*Miscue Analysis, \*Pronouns, \*Reader Text Relationship, \*Reading Habits, \*Reading Processes, Reading Research Identifiers—\*Text Structure, Textual Analysis

Processes, Reading Research
Identifiers—"Text Structure, Textual Analysis
This paper is based on a transactional viewpoint
(involving writer, reader, and text) in which the text
is no longer external but is constructed and reconstructed by the reader during reading. Using a database developed for a previous study (Goodman and
Goodman, 1978), this research examined pronoun
usage in three basal texts by evaluating the miscue
patterns of 24 second graziers, 32 fourth graders,
and 32 sixth graders. These students represented
eight populations made up of four English dialect
groups from Tennessee, Maine, Missiasippi, and
Hawaii, and four bilingual groups from Arizona
(Navajo), Michigan (Arab), Texas (Spanish), and
Hawaii (Samoan). Analysis of readers' miscue patterns indicated that they established pronoun referents in the personal texts they created as they read.
Results showed that pronouns were read without
miscues over 90% of the time. Key findings included
the following: (1) many text pronouns were read
with few or no miscues, though others revealed
dentical substitutions by several subjects, indicating their shift to a different referent; (2) pronouns
were substituted for other text words in rough proportion to their occurrence in the text; (3) readers
tended to substitute pronouns with other pronouns
from the same grammatical case, thus maintaining
syntactic function and anticipating where pronouns
would occur in noun positions; (4) non-pronoun
substitutions occurred in few categories, indicating
that readers expected pronouns in certain text positions; (5) determiners were frequently interchanged substitutions occurred in few casegories, humanical that readers expected pronouns in certain text positions; (5) determiners were frequently interchanged with possessives, indicating the maintenance and possible intensification of cohesive relationships; (6) possible intensification of cohesive relationships; to miscue patterns involving conjunctions and pronouns indicated the reader's manipulation of the surface structure using different options than the

ED 297 260 CS 008 599

ED 297 260
Goodman, Kenneth S.
Text Features as They Relate to Miscues: Determiners. A Research Report, Program in Language and Literacy Occasional Paper No. 8.
Arizona Univ., Tucson. Arizona Center for Educational Research and Development.
Spons Agency—National lust. of Education (ED), Washington, DC.
Pub Date—Jul 83
Contract—NIE-C-00-3-0087
Note—620.

Contract—Nic-00-3008/ Note-62p. Available from—Program in Language and Liter-acy, College of Education, Room 504, University of Arizona, Tucson, AZ 85721 (\$3.00 including

acy, College of Education, Room 504, University of Arizona, Tucson, AZ 85721 (\$3.00 including postage).

Pub Type— Reports - Research (143) EDRS Price - MF91/PC03 Plus Postage.

Descriptors—"Determiners (Languages), Elementary Education, Language Research, "Miscue Analysis, "Reader Text Relationship, "Reading Processes, Reading Research, Structural Analysis (Linguistics) identifiers—"Referents (Linguistics), "Text Structure, Textual Analysis

Using a large, preexisting miscue analysis database, a study explored the influence of specific text characteristics on reader/text interaction. Subjects—24 second, 32 fourth, and 32 sixth gradients—are all the experiments of the readers of each text and of the combined three texts demonstrate? How do these patterns relate to syntactic, semantic, and pragmatic views of determiners' referential functions? What do these patterns show about how readers process the relational aspects of noun phrases? Are these patterns consistent with a transactional, psycholinguistically based theory of reading? The distribution and miscue patterns of the major determiners of English and the deictics "this," "that," "these," and "those" were examined, as were the following miscues regarding the occurrence of "the" and "a/an": (1) articles for articles, (2) article/quantifier, (3) article/possessive, (4) arti-

cle/deictic, (5) article/pronoun, (6) article/con-junction, (7) article/preposition, (8) omissions and a insertions, and (9) other. Overall, results indicated that the general functions of the determiners and their spec-fic functions in particular text sequences strongly constrained miscues. In addition, miscue patterns revealed the readers' effective control of the syntactic, semantic, and pragmatic rules for the use of determiners and how determiners relate to noun phrases. (Information about the miscue data-base is appended.) (JD)

see of determiners and now determiners retate to base is appended.) (JD)

ED 297 261

CS 008 662

Madden. Nancy A. And Others

Resding Instruction in the Mainstream: A Cooperative Learning Approach. Report No. 5.

Center for Research on Elementary and Middle Schools, Baltimore, MD.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Nov 86

Grant—G-83-00012; OERI-G-86-0006

Note—53p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PCB Plus Poetage.

Descriptors—Cooperative Learning, Elementary Education, Integrated Activities, Learning Activities, Learning Disabilities, "Mainstreaming."

Program Evaluation, "Reading Instruction, Reading Research, Reading Skills, Reading Writing Relationship, Remedial Reading, Special Programs, "Teaching Methods, "Writing Instruction, Writing Research, Reading Skills Identifiers—"Cooperative Integrated Reading, Special Programs, "Teaching Methods, "Writing Instruction Writing Research, Writing Skills Identifiers—"Cooperative Integrated Reading Composition Program (CIRC), which combines individualized instruction with cooperative learning, was evaluated in two studies. In the first study, 461 third and fourth graders were pulled out of their reading classes for part or all of the reading period over a 12-week period and CIRC was implemented. In the second study, conducted over 24 weeks, 450 third and fourth graders were pulled out of their scheduled resource and remedial classes and CIRC was implemented at times other than normal language arts periods. Results of both investigations supported the effectiveness of CIRC on: (1) students reading and writing samples, and (5) informal reading inventories for partner reading and partner word practice activities. However, results differed with respect to mainstreamed learning disabled students. The effects on reading and partner word practice activities. However, results differed with respect to mainstreamed learning disabled students. The effects on reading and partner word procession mea

ED 297 262 CS 008 663

ED 297 262

Madden, Nancy A. And Others

A Comprehensive Cooperative Learning Approach to Elementary Reading and Writing: Effects on Student Achievement, Report No. 2.

Center for Research on Elementary and Middle Schools, Baltimore, MD.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Jun 86

Grant—OERI-G-86-0006

Note—319.

Pub Type—Reports - Research (143)

EDBS Price - MF91/PC02 Plus Pestage.

Descriptors—Class Activities, "Classroom Techniques, Elementary Education, "Integrated Activities," Language Arts, Program Evaluation, "Reading Instruction, Reading Writing Relation-ship, "Teaching Methods, "Writing Instruction Identifiers—"Cooperative Integrated Reading Composition Program, Whole Language Approach

proach
To determine whether a comprehensive, cooperative learning approach can be used effectively in
elementary reading and writing instruction, a study
evaluated the Cooperative Integrated Reading and
Composition (CIRC) program. Experimental subjects, 11 third- and fourth-grade CIRC classes,
worked in heterogeneous learning teams for all
reading, language arts, and writing activities over a
12-week period. The control group consisted of 10

regular third- and fourth-grade classes. Overall, results supported the effectiveness of the CIRC program on all target objectives except language mechanics and writing ideas. Findings ascribed the effects on (1) spelling to the partner spelling practice; (2) writing organization and language expression to the integrated language arts/writing component; and (3) reading vocabulary and reading comprehension to basal-related activities such as the teaching of story grammars, partner reading, and mastery-oriented story comprehension practice. Thus, analyses showed that student achievement in reading and writing can be increased if state-of-the-art principles of classroom organization, motivation, and instruction are used in the context of a cooperative learning program. Results also indicated that standardized measures of skills such as reading comprehension and reading vocabulary can be affected by treatments that simultaneously address student motivation, classroom management, curriculum, and metacognitive activities. (JD)

ED 297 263

CS 008 664

ED 297 263

Stevens, Robert J.

The Effects of Strategy Training on the Identification of the Main Idea of Expository Passages.

Report No. 4.

Center for Research on Elementary and Middle Schools, Baltimore, MD.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Nov 36

Grant—OERI-G-86-0006

Mote—390.

and Improvement (ED), Washington, DC. Pub Date—Nov 86
Grant—OERI-G-86-0006
Note—39p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Classification, "Computer Assisted Instruction, Content Analysis, Content Area Reading, Critical Reading, Elementary Secondary Education, "Reading Comprehension, Reading Habits, "Reading Improvement, Reading Instruction, Reading Processes, Reading Research, "Reading Strategies, Reunedial Reading, Teaching Methods, Word Recognition
Identifiers—Expository Text, "Main Idea, PLATO, "Strategy Training
A study tested the relative effectiveness of four methods of teaching remedial reading students (grades 6 through 11) how to identify the main idea of expository paragraphs. Forty-even students were divided according to treatment and were given the same pool of 125 paragraphs about geology and weather to read, and were given pretests and post-tests. Treatments were as follows: (1) strategy training-tactics for identifying the topic and main idea of paragraphs, as well as metacognitive strategies for checking main idea hypotheses; (2) classification training-instruction and practice in classifying words, phrases, and sentences under appropriate topics; (3) a combination of classification and strategy training; and (4) practice only (control group). All instruction was carried out via the computer. The results indicated significant effects of strategy training ontent, but the effect did not transfer to new content. Results suggest that comprehension strategies and metacognitive strategies an effectively improve remedial readers' ability to identify the main idea of expository paragraphs. (NKA)

ED 297 264

ED 297 264

CS 009 191

the main near of expository paragrapha. (NKA)

Broikou, Kathleen A. And Others

The Impact of the Felton Decision; Chapter 1

Services in One Archdiocese.

Pub Date—Apr 87

Note—31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Pestage.

Descriptors—"Catholic Schools, "Compensatory Education, Elementary Education, "Elementary School Students, Private Schools, Remedial Instruction," Remedial Programs

Identifiers—"Aguilar v Felton, "Education Consolidation Improvement Act Chapter 1, Suprence Court

A study explored the design and delivery of Chap-ter 1 instructional services for eligible non-public school students during the 1985-1986 school year-the first year following the Aguilar vs. Felton

ruling. Compensatory education programs have been driven by numerous policies implemented to ensure compliance with regulations that have often overlooked program designs that would enhance more effective instructional practices. In the Aguilar vs. Felton ruling, when the Supreme Court ruled that Chapter 1 remedial instruction could not be provided on non-public premises, there was the potential for disruption of instructional services and an upheaval of a 20-year collaborative effort between public and non-public school officials. Methods of inquiry to explore the issues pertaining to Chapter 1 services rendered to elementary school students in one archétiocese included: survey questionnaire, telephone interview, on-site interview, and observation of the classroom instruction. Eleven schools were represented. Data were analyzed by comparing and contrasting the quantitative and qualitative aspects of the services offered during the school years. Findings suggest that there was an impact on all those involved with Chapter 1 services, and curricular issues should be foremost in the negotiation process. A positive view of the data suggested a salf-full glass, rather than a half-empty one, although this view does not negate the problems experienced, nor the limitations that the Felton decision imposed. A draft copy of this paper is also included. (Two figure captions and two figures are attached.) (RAE)

CS 009 196 ED 297 205
Fox. Carol Sauer, Margery
Celebrate Literature! A Spiraling Curriculum for
Grades K-6.
Bigin School District 46, Ill.
Pub Date—88

Note—15p.

Available from—Dr. Margery Sauer, School District 6-46, 355 E. Chicago St., Elgin, IL 60120 (\$10.00).

trict 6-46, 355 B. Chicago St., Elgin, IL 60120 (S10.00).

Pub Type— Guides - Classroom - Teacher (052) EDRS Price - MF01/PC01 Plas Postage.

Descriptors—"Childrens Literature, Class Activities, "Critical Thinking, Curriculum Guides, Elementary Education, "English Curriculum," Independent Reading, Reading Aloud to Others, "Story Grammar, Teaching Methods identifiers—"Story Structure

"Celebrate Literature," a multi-volume articulated literature curriculum for grades K-6, intended to foster students' awareness of their literary heritage, increase their knowledge of story structure and provide examples of excellence in children's literature, is described in this paper. The paper also describes how by building upon established practices of reading aloud to children, the curriculum offers teachers information about genre, books, authors, and illustrators and provides a structure for using children's literature in the classroom. The seven guides form a spiraling curriculum designed to teach students to understand, evaluate and appreciate literature. The curriculum goals which the paper identifies are (1) to introduce children to their literary heritage; (2) to encourage children's oblisty to evaluate literature; and (6) to develop independent readers and learners. (RAE)

ED 297 266 CS 009 199 Zafron, S. James Analysis of Rending Discrepancie Cleveland City School District. Cleveland Public Schools, Ohio. Pub Date—May 88 cles for 1986-1987:

Carvessar Funce Sensons, Onio.

Pub Date—May 88

Note—146p.
Pub Type— Reports - Research (143)

EDRS Price - MF91/PC06 Plus Pestage.

Descriptors—Comparsive Analysis, \*Educational
Testing, Elementary Secondary Education, Public
Schools, Racial Differences, \*Reading Achievement, \*Reading Comprehension, Reading Research, Reading Tests, Sex Differences, \*Test
Results, Urban Education
Identifiers—California Achievement Tests, \*Cleveland Public Schools OH, Comprehensive Tests of
Basic Skills, \*Project Perform
Fifth in a series of studies examining reading discrepancies in Cleveland, Ohio public achools, this
report analyzed the apring 1986-1987 reading data
so that accurate and usable information and recommendations would be available to decision—makers
for related planning, curriculum design, and implementation functions of the district. Students in

grades 1-12 were given the Comprehensive Test of Basic Skills (CTBS) in the spring of 1986 and the California Achievement Test (CAT) in the spring of 1987. Race, sex, grade level, and adversely affected status subgroups of students were described and compared. Findings included declines in reading achievement for the average student, attributed to the replacement of the CTBS with the CAT; lower scores for the adversely affected, reversing a 5-year trend; Asian and Pacific Islander racial groups having the best average posttest and gain score of any racial group, with Hispanics and Blacks scoring among the bottom three racial groups; for every race and sex group, higher average daily attendance rate for those having better reading comprehension achievement scores; girls scoring higher than boys in reading comprehension; a significantly greater proportion of adversely affected students in the bottom one-third reading group, as well as Black and Hispanic students; a significant drop in average reading scores in grade 7; and reading comprehension gains during 1986-1987 were no greater in the original set of Project Perform schools than in comparison schools. (Fifteen figures, 10 tables of data, and four appendixes of computer-generated data are included.) (RS) and four appendixes of computer-generated data are included.) (RS)

ED 297 267 CS 009 200 Reidler-Berger, Carole R.
A Case Study of Biliteracy Reading Acquisition in Two Non-Public Schools.
Pub Date—Jun 85
Note—275p.; Ph.D. Dissertation, Yeshiva Univer-

roce—273p.; Ph.D. Dassertation, Teshiva University.
Pub Type— Dissertations/Theses - Doctoral Dissertations (041) — Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Basal Reading, "Beginning Reading, Bilingual Education, Pograms, "Bilingualism, Bilingual Schools, Class Size, Code Switching (Language), Diglossia, English (Second Language), Ethnography, Greek Americans, Language of Instruction, Multivariste Analysis, Primary Education, Reading Instruction, Reading Foscarch, Reading Skills, Reading Strategies, "Second Language Learning
Identifiers—Armenian Americans, "Biliteracy, Ethnic Schools
A study investigated initial reading acquisition in

Identifiers—Armenian Americans, \*Biliteracy, Ethnic Schools
A study investigated initial reading acquisition in English and an ethnic tongue in two New York achools (Holy Martyrs, Armenian and St. Spiridons, Greek) which are representative of an immigration-based biliteracy tradition. The population consisted of students who were mostly (at least 80%) native born, English dominant, and from bilingual speaking and most biliterate homes. Related pedagogical process variables were also analyzed. Findings, based on 164 ethnographic observations in the two schools included: (1) that reading of English and of the ethnic tongue occurred to a similar extent; (2) that reading in both languages occurred more frequently than other language activities; (3) that in many cases, both languages were used; (4) that oral reading strategies predominated; and (5) that basal readers were the prevailing approach in both English and ethnic tongue reading. Exploratory analyses suggested that significant relationships do exist among reading and process variables and identified four independent dimensions of the initial reading acquisition process: English reading, class size, experiential approach, and grade level. (Three figures representing models of bilingual proficiency and 33 tables of data are included: eight appendisces containing an inventory of variables, sample protocal, coding categories and related materials, and 138 references are attached.) (MHC)

ED 297 268 CS 009 205

Roskelly, Hepkzibah
Writing To Resel: The Shape of Interpretation.
Pub Date—88
Note—13p.
Pub Type—Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Case Studies, Critical Reading, Higher Education, 'Literary Criticism, Reader Response, Reading Comprehension, Reading Processes, 'Reading Writing Relationship, Writing Instruction, Writing Processes Identifiers—Response to Literature, Writing about Literature, "Writing to Read
Writing does more than demonstrate the interpretive process active in the mind of a student, it influences and directs the interpretive process in writing.

Writing to read allows the expressive dimension to find an overt, secure place in the interpretive framework of a student's learning. By examining a student's theoretical explanation of her response to Andrea Lee's "Sarah Phillips," a short novel about a young black woman growing up in the 1970s, this process is clearly revealed. The student's marginal comments, reflections, and drafts changed the way the student saw her own responses to the text by helping her to find the "speculative instruments" with which to name her developing interpretations. In this way, writing can transform reading by making it a conscious symbolic process of discovering strategies and forms. As readers confront experience in texts, they exercise the primary act of mind ence in texts, they exercise the primary act of mind by symbolizing it-writing illustrates and contributes to the transformational character of that symbolizato the transformational character of that symboliza-tion. Standing alone, neither reading to write nor writing to read completes this creative process of interpretation. Teachers should nurture the inter-connectedness of reading and writing with their re-sponses to students' works, illustrating and modeling this symbiosis with responses focusing on interpretation with the interpretary (AM) interpretation rather than structure. (MM)

CS 009 217 Masters, Kathy J. Illiteracy: A Problem for the Huma Pub Date—Mar 88

Pub Date—Mar 88

Note—12p.; Paper presented at the Annual Meeting of the National American Culture Association (10th, New Orleans, LA, March 23-26, 1988). Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MP01/PC01 Plus Postage.
Descriptors—College Faculty, College Students, Higher Education, \*Humanistic Education, \*flumenistic Education,

Progress

Literacy must not be thought of as an elitist con-cept where only a privileged few are entitled to a formal education, but as a humanistic concept proformal education, but as a humanistic concept promoting human culture. A recent study found that by the year 2000 a majority of all new jobs will require a postsecondary education. All indications are that many students will continue to enter college with only limited literacy skills. Part of the problem is that while college faculty typically refuse to accept the responsibility for teaching students with limited literacy skills, remedial programs alone cannot bear the full burden. One potential way of helping students with limited literacy skills is to employ graduate assistants to work with small groups. It cannot be assumed that the situation will solve itself or simply disappear. It is the responsibility of educators to provide help to those with limited literacy skills. (RS)

CS 009 219

RD 297 270 CS 009 219
Robinson, H. Alan
Whole Language and Whole Language Instruction:
A Definition.
Pub Date—Apr 88
Note—17p.; Paper presented at the Annual Meeting of the Nassau Reading Council (Long Island, NY, April 16, 1988) and a shorter version presented at the Annual Meeting of the International Reading Association (33rd, Toronto, Canada, May 1-6, 1988).
Pub Type—Speeches/Meeting Papers (150) —
Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Pestage.
Descriptors—Elementary Education, "Instructional Design, "Language Skills, Reading Comprehension, "Reading Instruction, "Reading Strategies, Teaching Models, Test Wiseness, Thematic Approach
What whole language is and is not, what whole language instruction is and is not, and whether "subskills" can be integrated into a whole language approach are topics worthy of consideration. Whole language is natural language within a given context and in relation to a given situation. Isolated bits of language used for exercise rather than for real communication are not natural language. Language which is not a unit, which does not have a sensible beginning and ending, and which does not serve to communicate within a meaningful context for a given purpose is not whole language. Whole language is not strategies within a setting in order to accomplish a goal that cements, extends, and expands learning. It is not the planned teaching of skills and/or strategies within a setting in order to accomplish a goal that cements, extends, and

skills in a sequence over time. It is frequently cou-pled with an integrated or thematic approach to learning. This approach is consistent with a whole language approach but is not mandatory. The role of the whole language teacher includes developing strategies for dealing with fragments of language, such as objective and standardized tests. Subskills instruction can be subsumed in a whole language approach to reading instruction if the subskills are recognized as reading purposes and major organiza-tional strategies. Learning and functioning through language is the process as well as the goal of whole language instruction. (RS)

ED 297 271 CS 009 222

EAD 297 271

Benson, Susun And Others

Comment preparer des materiaux destines aux nouveaux lecteurs (How To Prepare Materials Intended for New Readers),

International Reading Association, Newark, Del. Report No.—ISBN-0-87207-894-9

Pub Date.—36

Note.—76

Pub Date—86
Note—74p.
Language—French
Pub Type—Guides - Classroom - Tercher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Adult Education, \*Adult Reading
Programs, \*Developing Nations, \*Literacy, Printing, Reading Materials, Student Developed Materials.

ing, Reading Materians, Stillent Developed Materials
A French version of a guide originally published in Spanish for use in Latin America, this book explains how to develop instructional material for teaching reading to "new readers" in developing nations. The guide was developed to aid the teaching of reading to adults who can already read but who are not yet accomplished readers. The materials described in the guide are designed to create an environment favorable to reading in the community, are interdisciplinary in nature, and touch all aspects of life in the community. The first two chapters of the guide provide general information on the needs of the new reader. The third and fourth chapters provide specific information for the beginning author, editor, and publisher. These chapters explain the technical aspects of transforming ideas into text and explain ways of determining the success of the resulting printed materials. (RS)

ED 297 272 CS 009 223

cess of the resulting printed materials. (RS)

ED 297 272

CS 009 223

Freeman, Ruth H.

Recall of Central Facts from Text.

Pub Date—Dec 85

Note—15p; Paper presented at the Annual Meeting of the National Reading Conference (35th, San Diego, CA, December 3-7, 1985).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Pries - MP01/PCD1 Plus Postage.

Descriptors—"Content Area Reading, Intermediate Grades, Memorization, "Reading Comprehension, Reading Skills, "Recall (Psychology), "Retention (Psychology), "Text Structure Identifiers—"Elaboration Theory, Text Factors A study investigated the relation of text structure to information retained by readers. The premise investigated was that memory for the central facts of a passage will be enhanced by the presence of related information as theorized in the encoding elaboration model (developed by Anderson and Rederin 1979). This model states that comprehension and memorability are dependent on the process of elaboration that takes place during reading. Subjects, 64 sixth grade students from three classes at one elementary school, participated in two experimental seasions and were instructed to read to remember (the selection was about Abraham Lincoln), and be able to write the information contained in the passage. The reading-study seasion lasted for 20 minutes. There days later, in an unannounced seasion, the subjects were instructed to write everything they could remember. The recall sexion lasted 15 minutes. There days later, in an unannounced session, the subjects were asked to recall everything they could remember. The results fuffilled the expectations of the model and indicated a strong support for the hypothesis that memory for the central facts of a passage is enhanced by the presence of related information. Examination of the immediate and delayed mean recall levels showed a reduced attrition rate for central facts supported by details compared to unsupported central facts. (Two tables of data and RIE JAN 1989

13 references are attached.) (RAE)

ED 297 273 CS 009 225

South, Nila Banton
American Reading Instruction, Newark, Del.
Report No.—ISBN-0-87207-892-2
Pub Date—86

Note—528p. Pub Type— Books (010) — Historical Materials

Note—528p.
Pub Type— Books (010) — Historical Materials (060)
EDRS Price - MF82/PC22 Plus Postage.
Descriptors—Authors, Biographies, \*Bducational History, Elementary Secondary Education, Instructional Materials, \*Reading Instruction, \*Reading Research, \*Scholarship Identifiers—\*Smith (Nils Banton)
A presentation of the history of reading instruction in the United States, this book is a special edition of Nils Banton Smith's original 1965 volume with the addition of a prologue on her life, and an epilogue which updates the history of reading instruction from 1965 to 1985. Chapter headings consist of: (1) The Beginnings of Reading Instruction; (2) The Period of Religious Emphasis in Reading Instruction; (4) The Period of Emphasis upon Education for Intelligent Citizenship; (5) The Period of Emphasis upon Education for Intelligent Citizenship; (5) The Period of Emphasis upon Education for Intelligent Citizenship; (5) The Period of Emphasis upon Education for Intelligent Citizenship; (5) The Period of Emphasis upon Education for Intelligent Citizenship; (5) The Period of Emphasis upon Complexition; (6) The Period of Emphasis upon Education for Intelligent Citizenship; (5) The Period of Emphasis upon Reading; (7) The Period of Emphasis upon Education for Intelligent Citizenship; (6) The Period of Emphasis upon Education; (8) The Period of Emphasis upon Education; (9) The Period of Em

ED 297 274 CS 009 226

ED 297 274 CS 009 226
Raines, Skirley C. Isbell. Rebecca
An Array of Teaching Ideas Using Wordless Picture Books.
Pub Date—Apr 88
Note—23p.; Paper presented at the Annual Study
Conference of the Association for Childhood Education International (Salt Lake City, UT, April 6-10, 1988).

ucation International (Salt Lake City, UT, April 6-10, 1988).
Pub Type—Speeches/Meeting Papers (150) — Reports - Evaluative (142) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Childrens Literature, Cognitive Development, Elementary Education, \*Picture Books, \*Reading Material Selection, Reading Research, Teaching Methods
Identifiers—Story Structure
The wordless picture book is a valued but undersused resource for young children, beginning literacy students, and for proficient readers. A survey of eachers indicated that three problems exist: (1) few wordless picture books are available in library collections; (2) teachers do not know how to select quality wordless books; and (3) few teachers consider the variety of instructional uses for wordless picture books. Solutions to these problems include emphasizing in teaching methods courses the value of wordless picture books, listing guidelines for selecting quality wordless picture books, listing guidelines for selecting quality wordless picture books, listing guidelines for selecting quality wordless picture books ompiled by the Library Media Specialists of the Oklahoms State Department of Education are appended.) (RS)

CS 009 227

ED 297 275

Knupp, Richard

Improving Oral Reading Skills of Educationally

Handicapped Elementary School-Aged Students

through Repeated Readings.

Pub Date—88

Note—80p.; Ed.D. Practicum, Nova University.

Pub Type—Dissertations/Theses - Practicum Papers (043) — Reports - Research (143) —

Tests/Questionnaires (160)

EDRS Prics - MP01/PC04 Pus Postage.

Descriptors—Elementary Education, "Learning

Disabilities, "Oral Reading, Reading Difficulties,
"Reading Programs, Reading Research, "Remedial Reading, Word Recognition

Identifiers—Reading Fluency, "Repeated Readings

A study examined the efficacy of the repeated readings method in improving the oral reading rate, decreasing the number of oral reading errors, and improving the oral reading rate, decreasing the number of oral reading errors, and improving the oral reading comprehension accuracy of educationally handicapped students. The oral

reading skills of eight students from an urban northeastern United States community identified as educationally handicapped were measured over a
12-week period using the Analytical Reading Inventory as pre- and posttests. After placement at the
appropriate reading level, subjects (N = 8) were assigned 100-word segments to read aloud individually to the instructor. The oral reading rate, number
of errors, and comprehension were recorded by the
instructor. Subjects began a new story when they
could read 85 words per minute. Results indicated
that poor readers learned to develop reading speed
and fluency with repeated practice. The subjects
improved their reading speed and comprehension
and decreased the number of word errors. (Thirty
references, eight tables of data and several evaluation instruments are appended.) (RS)

ED 297 276 CS 009 228 ED 297 276

Study Skills: A Ready Reference for Teachers.
Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.
Report No.—RS-88-3604
Pub Date—Apr 88

Report No.—RS-88-3604
Pub Date—Apr 88
Note—315p. uides - Classroom - Teacher (052)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors—Class Activities, Educational Media,
Elementary Secondary Education, Listening
Skills, Notetaking, Outlining (Discourse), Reading Skills, Research Skills, "Skill Development,
Study Habits, "Study Skills, Test Wiseness, Vocabulary Skills
This reference manual provides practical strategies for teaching a wide range of study skills at the elementary and secondary grade levels. Following a brief introduction, the manual presents an overview of study skills and strategies for various content areas and grade levels. The next section discusses guidelines for developing a study skills program, and includes a sample skills continuum chart, student self-sasessment checklist, and teacher observation classroom checklist. Descriptions of strategies and sample applications are provided for the following areas: (1) study habits; (2) instening skills; (3) reading skills; (4) vocabulary skills; (5) media utilization skills; (6) note-taking skills. Content area, grade level, and needed materials are indicated for all sample applications. Lists of related media resources and Hawaii Department of Education publications are also provided. (MM)

ED 297 277 CS 009 229

ED 297 277 CS 009 229

Reed, Arthea J. S.
Comics to Classics: A Parent's Guide to Books for Teens and Preteens.
International Reading Association, Newark, Del. Report No.—ISBN-0-87207-798-5
Pub Date.—88

Note—131p. Available from—International Reading Associa-tion, 800 Barksdale Rd., P.O. Box 8139, Newark, DE 19714-8139 (Book No. 798, \$7.95 member,

DE 19714-8139 (BOOK No. 178, 31.73 memos., \$8.95 nonmember).
Pub Type—Guides - Non-Classroom (055) — Ref-crence Materials - Bibliographies (131)

EDRS Price - MF01/PC06 Plus Postage.
Descriptors—\*Adolescent Development, \*Adoles-cent Literature, Adolescents, Annotated Bibliog-raphies, Parent Child Relationship. \*Parent Materials, Parent Participation, \*Reading Materials, \*Reading Material Selection, Recreational Reading.

Assertials, "Reading Material Selection, Recreational Reading Identifiers—Reading Motivation
Approximately 500 books for teens and pretens (between the ages of 10 and 20) are listed and briefly annotated in this book designed to offer parents advice on adolescents and on books for adolescents. The first three chapters discuss the stages of adolescent about the adolescent as a reader. The fifth chapter discusses the wide variety of books for adolescents, and the istath and seventh chapters list the book titles. The eighth and ninth chapters discuss techniques parents can use to encourage adolescents to read and also examine the value of discussing books with adolescents. The 10th through 12th chapters belp parents locate appropriate books, and the 13th chapter gives parents additional sources for finding out more about adolescents and how to deal with specific problems. (RS)

ED 297 278 CS 009 230 The Growing Thinkers Program, Houston Inde-pendent School District (Realistic Educational

chievement Can Happen-REACH, Vol. II, Part 10.

1).
Texas Education Agency, Austin.
Pub Date—38
Note—7p.; For another document in this series, see
CS 009 231.
Available from—Publications Distribution, Texas
Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494 (31.00).
Pub Tyne. Bangts. Descriptive (141) — Col-

Reducation Agency, 1701 N. Congress Ave., Austin, TX 78701-1494 (31.00).
Pub Type-Reports - Descriptive (141) — Collected Works - Serials (022)
EDBS Price - MP91/POII Plus Pestage.
Descriptors—Cognitive Development, "Critical Thinking, Demonstration Programs, Elementary Secondary Education, "Inservice Teacher Education, Instructional Improvement, "Teacher Improvement, Teaching Models Identifiers—"Growing Thinkers Program, Houston Independent School District TX. Thinking Skills Growing Thinkers is a teacher in-service program, designed and instituted in the Houston (Texas) Independent School District, which focuses on the development of higher-order thinking abilities. The three overall goals of the program are: (1) to recognize and further develop excellence in teaching; (2) to enhance the development of higher-order thinking in the classroom; and (3) to create a body of seachers, skilled in using higher-order thinking processes, who can model effective teaching as they share strategies with their colleagues. Each year, 24 seachers recognized for excellence and innovation in teaching are selected and then led through a year-long program in the use of higher-order thinking skills. The Growing Thinkers program has been selected by the Texas Education Agency as one of six exemplary and innovative educational programs which are offered as models to be adapted and modified by school districts to meet their varying needs. (RS)

(R.5)

CS 009 231

High Expectations Reading Program, McAllen Indopendent School District (Realistic Educational Achievement Can Happen-REACH, Vol. II, Part 4).

Texas Education Agency, Austin.

Pub Date—88

Note—7p.; For another document in this series, see CS 005 230.

Available from—Publications Distribution, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494 (\$1.00).

Pub Type—Reports - Descriptive (141)

EDBS Price - MFBL/PCB1 Plus Postage.

Descriptors—Demonstration Programs. Elementary Education, "Instructional Innovation, "Program Descriptors—Publication, Program Beffectiveness, "Reading Instruction," Reaching Material Selection, "Reaching Program Designed for the special needs of students reading below grade level at Juan Seguin Elementary School (Texas), this pamphlet presents an overview of the High Expectations reading program. The pamphlet identifies whole group instruction as the primary instructional method, although small group instructions is delivered when necessary. An effective praction is delivered when necessary. An effective praction is delivered when necessary. An effective praction is delivered when necessary and effective praction is delivered when necessary. An effective praction is delivered when necessary. An effective practice is not the season of the parents and students in order to design creative class activities. The pamphlet argues that these changes allow for more direct instruction time, more focused planning time, more student-teacher interaction, closer supervision, increased feedback from independent practice, and also give teachers more time to plan instruction because of the focus on one level per class instead of three or four. The pamphlet states that the Texas Education Agency has selected this alternative approach to reading as one of six exemplary and innovative programs that address basic educational needs. (R5)

ED 297 280 CS 009 232

ED 297 280

Norris, Stephen P.
Controlling for Background Beliefs When Developing Multiple-Choice Critical Thinking Tests.
Technical Report No. 429.
Bolt, Beranek and Newman, Inc., Cambridge, Masa; Illinois Univ., Urbana. Center for the Study of Reading.
3pons Agency—Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
Pub Date—Jul 88
Grant—410-83-0697; 418-81-0781
Note—15a: For related document, see CS 009 233.

mt, see CS 009 233. -15p.; For related docum

Pub Type—Reports - Evaluative (142)
EDBS Price - MFDL/POII Plus Postage.
Descriptors—\*Critical Thinking, High Schools,
High School Students, \*Multiple Choice Tests,
Protocol Analysis, Test Construction, \*Testing
Problems, \*Test Theory, \*Test Validity
The problems of validity and fairness involved in
multiple-choice critical thinking tests can be lesseased by using verbal reports of examinees' thinking
during the process of developing such tests in order
to retain only those items which rely on critical
thinking skills to obtain the correct answer. Multiple-choice testing can lead to unfair treatment of
students, but disqualifying these tests can result in
less powerful assessments of critical thinking, Differences in background beliefs can lead to invalid
and unfair assessments of critical thinking ability
using these tests. A methodology to lessen these
problems was developed using high school students
taking trial versions of exams and thinking aloud as
they took the test. The examinees' verbal reports
were analyzed for critical thinking skills and assigned a numerical score. A high correlation between critical thinking scores and performance
scores represents a high correspondence between
them with a low correlation were revised. Although
only a brief sketch of this methodology could be
presented in this paper, the relevance of verbal reports of thinking to test construction has been suggested by several testing specialists. Using verbal
reports any be time consuming, but the ideal of
critical thinking is worth the effort. Otherwise, only
the worn-out and educationally indefensible emphasis on memorization of factual information, rote recall, and pat answers is left. (Twenty-eight
Rorris, Steolee P.

ED 297 281 CS 009 233

Norria, Stephen P.
Informal Reasoning Assessment: Using Verbal
Reports of Thinking to Improve Multiple-Choice
Test Validity, Technical Report No. 430,
Bolt, Beranek and Newman, Inc., Cambridge,
Mass.; Illimois Univ., Urbana. Center for the
Study of Reading.

Study of Reading.

Spons Agency—Social Sciences and Humanities
Research Council of Canada, Ottawa (Ontario).

Pub Date—Jul 88

Grant—410-83-0697

Note-24p.; For a related document, see CS 009 232

Note—10-3-1097
Note—249; For a related document, see CS 009
232.

Pub Type—Reports - Research (143)
EDRS Prices - MPDI/PCOI Plus Postage.

Descriptors—Cognitive Processes, \*Critical Thinking, High Schools, High School Students, \*Multiple Choice Tests, \*Protocol Analysis, \*Test Construction, Test Pormat, Test Items, \*Test Theory, \*Test Validity
A study examined whether the process of gathering verbal reports of subjects thinking while taking multiple-choice critical thinking tests could be used to infer the reasoning process used and identify test items which do not require critical thinking skills. Four factors can render an inference of a subject; (2) the background empirical beliefs of the subject; (3) the assumptions which the subject brings to test items, and (4) the political and religious ideologies of the subject. Subjects, 343 senior high school students from four high schools, were divided into five groups for taking a multiple choice test. One group took the test in the normal manner while the other four groups gave verbal reports of their thinking for each question. Examiners asked subjects in these four groups leading questions to investigate whether the thinking processes of the subjects would be altered. Subjects were given a performance score equal to the number of correct answers and a "thinking score" which indicated the quality of thinking slaplayed in the verbal reports. Genetal the groups nor in the thinking scores of the four groups nor in the thinking scores of the four groups nor in the thinking scores of the four groups nor in the thinking scores of the four groups nor in the thinking scores of the four groups nor in the thinking scores of the four groups nor in the thinking scores of the four groups nor in the thinking scores of the four groups nor in the Minister Genet H.

Sharp, Pat Maring, Gerald H.
Brain Punctioning and Reading Remediation:
Progress in Research and Practice.
Pub Date—88
Note—23p.
Pub Tun. CS 009 234

Pub Dase—50: Note—23p. Pub Type— Reports - Research (143) — Reports -Evaluative (142)

EDRS Price - MF01/PC01 Plus Pestage.

Descriptors—Case Studies, "Diagnostic Tests, Grade 3, Neurological Organization, Neurological Programs, Permedial Reading, Research, "Remedial Programs, "Remedial Reading, Research Utilization, "Theory Practice Relationship Identifiers—Neuropsychology, Wechsier Intelligence Scale for Children (Revised)
Neuropsychological research can provide a basis for learning how to interpret test data to help solve the problem of how to teach children who fail to read. Insights from brain research can be joined with diagnostic efforts and cognitive, language-based models of reading processes in order to move toward individual assessment and away from "group" or "subtype" classifications. Individual case studies are a promising research strategy for researchers and practitioners who attempt to blend neuropsychology with efforts in remedial reading processes up to be devanced psychological measures that link psychological behaviors to organic brain functioning need to be employed as well. A case study demonstrated the dependence of diagnostic processes, remedial strategies, and the outcome on a reading specialist's understanding of how the brain contributes to reading and how this knowledge can be used in remediation. A remedial reading program was designed for the subject of the case study, a third-grader reading at the 1.5 grade level, based on his performance on the Wechsier Intelligence Scale for Children-Revised (WISC-R) and various qualitative neuropsychological measures. The subject's reading level increased almost 3 years in 3 months of intervention, and his reading fluency and confidence increased. (Two figures are included and 36 references are stached.) (RS)

ED 297 283

Keicham, Clay A., Ed.
Proceedings of the College Residing Association,
Volume 1, Spring 1961.
College Reading Association.
Pub Date—61

Note—82p.; For other documents in this series, see
CS 009 236-245. Some pages may not reproduce

Note—asp.; For other documents in this series, see CS 009 236-245. Some pages may not reproduce well.

Pub Type— Collected Works - Proceedings (021)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—College Faculty, College Programs, "Developmental Programs, Higher Education, "Instructional Materials, "Mass Media, "Reading Diagnosis, "Reading Programs, Reading Reading Association on October 11, 1958, The "Committee for a College Reading Association on October 11, 1958, The "Committee for a College Reading Association" association on October 11, 1958, The "Committee for a College Reading Association" to organize a "College Reading Association". This association consists primarily of those professionally interested in a forum for college reading programs in the northeast and middle Atlantic areas. This document is the first volume in the "Proceedings" of this new association and covers the papers presented at its Second Annual Meeting (1959) and its Third Annual Meeting (1960). Articles and their authors from those two conferences consist of: (1) "A Meeting on Reading in College (Bruce W. Brigham); (2) "Developmental Reading Course" (Herbert E. Ketcham); (4) "A Skills Approach" (Thomson L. Leiper); (5) "The Place of Teacher-Prepared Materials in the College Reading Program" (Eleanor Logan); (6) "A Self Motivating Approach to Developmental Reading with College Students" (Paul D. Leedy); (7) "Informal Measures in Reading Diagnosis" (Albert J. Mazurkiewicz); (8) "What Is Being Done in College Programs" (Charles Colvini; (9) "Reading and Mass Media" (M. Jerry Weiss); (10) "Goals and Skills in Developmental Instruction" (Albert J. Mazurkiewicz); and (11) "A College Developmental Reading Course in Action" (Paul Drumm). An appendix includes the addresses for the active memberahip of the College Reading Association in 1961. (MS)

ED 297 284

CS 009 236

Ketcham, Clay A., Ed.

Proceedings of the College Reading Association,
Volume 2, Summer 1961.

College Reading Association.

Pub Date—61

Note—102p.; For other documents in this series,
see CS 009 235-245. Some pages may not repro-

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duce well.

Pub Type— Collected Works - Proceedings (021)

EDRS Price - MF91/PC05 Plus Postage.

Descriptors—Elementary Secondary Education,

"English Instruction, Higher Education, Public Schools, "Reading Ability, "Reading Achievement, Reading Improvement, Reading Conters, "Reading Improvement, "Reading Instruction, Reading Research, Reading Teachers, Role Playing, "Speed Reading, Association Identifiers—"College Reading Association The proceedings of the fourth annual meeting of the College Reading Association (a fledgling organization in 1961 when this meeting was held) consisted of two symposis, a number of papers, and special reports on research related to reading, as follows: (1) "Opening Remarks" (Albert J. Mazurslewicz); (2) "Improving Reading in the English Classroom" (Phillip Shaw); (3) "Improving Reading in the Laboratory" (Martha J. Maxwell); (4); "Improving Reading as a Psychological Service" (Barbara Ann Becher); (5) "Role Playing as an Aid in Improving Reading Ability and Empathy" (Charles J. Versacci); (6) "Reading Achievement and Social-Cultural Conditioning" (Albert J. Mazurslewicz); (7) "Psychotherspeutic Correlates to the Teaching of Reading" (Edward R. Dubin); (8) "Problems in Speed Reading" (Lawrence Charry); (9) "A New Method of Teaching Reading" (Evelyn N. Wood); (10) "Lack of Reading Training: A Public School Viewpoint" (Rosemary Green Wilson); and (11) "The Teacher Today" (Eleanor Logan).

CS 009 237

ED 297 285 CS 009 2: Ketcham, Clay A., Ed. Proceedings of the College Reading Association, Volume 3, Summer 1962. College Reading Association. Pub Date—62

Pub Date—62

Note—74p.; For other documents in this series, see
CS 009 235-245. Small print.

Pub Type— Collected Works - Proceedings (021)
EDRS Price - MP01/PC03 Plus Postage.
Descriptors—Higher Education, Language Handicaps, Paperback Books, \*Programed Instruction, \*Reading Improvement, \*Reading Consultants, \*Reading Improvement, \*Reading Instruction, \*Reading Faceprams, Reading Research, Reading Teachers, Referral, Secondary Education, Two Year Colleges

Referral, Secondary Education, Two Year Colleges
Identifiers—"College Reading Association, Evelyn Wood Reading Dynamics, "Reading Machines
The proceedings of the fifth annual meeting of the
College Reading Association, held in 1962, consisted of the following papers: (1) "President's Report to the College Reading Association" (Albert J. Mazurkiewicz); (2) "Medical Aspects of Written
Language Dissbility" (James J. Smith); (3) "Research and Secondary Reading" (Margaret J. Early); (4) "Results of Experimentation on the
Wood Reading Technique" (William Liddle); (5)
"Resdability: Current Approaches" (Jeanne Chall);
(6) "A Reading Program at the Secondary Level"
(Edward J. Gallagher); (7) "A Junior College Reading Program" (Paul E. Nagy); (8) "Emphasizing
Study Skillin" (Waiter Pauk); (9) "When Should the
Clasaroom Teacher Consider Referral?" (Dorothy
E. Withrow); (10) "Problems in Trisining Reading
Specialists" (Marjorie S. Johnson); (11) "The Paperback in the High School" (Joseph Mersand); (12)
"Instrumented Approaches with Kits" (Stanford E.
Taylor); (13) "The Philosophy Behind the Machine
Approach to Reading" (Mabel S. Noell); and (14)
"Programed Instruction and the Improvement of
Reading" (David A. Sohn). (MS)

ED 297 286

Reading" (David A. Sohn). (MS)

ED 297 286

Ketcham. Clay A., Ed.
Proceedings of the College Reading Association,
Volume 4, Sammer 1963.
College Reading Association.
Pub Date—63

Note—98p.; For other documents in this series, see
CS 009 235-245. Small print.
Pub Type—Collected Works - Proceedings (021)
EDRS Price - MF91/F049 Plus Postage.
Descriptors—Closed Circuit Television, "College Programs, Freshman Composition, Higher Education, Linguistics, Literacy Education, Paperback Books, Psychotherapy, "Reading Difficulties, "Reading Instruction, "Reading Programs, Reading Teats, Study Habits, Study Skills
Identifiers—"College Reading Association
The proceedings of the sixth annual meeting of
RIE JAN 1969

the College Reading Association included the following papers: (1) "President's Report: Retrospect and Prospect" (Mrs. H. E. Ketcham); (2) "Can Reading Instruction Meet the Present Academic Challenge?" (P. D. Loedy); (3) "Hereditary Factors in Certain Reading Disabilities" (R. Clemens and G. Schiffman); (4) "Alias Dictus-Henry Higgins" (K. Glourn); (5) "Are We Réducating Our Teachers of Reading?" (W. J. Massey); (6) "Objectives and Emphases in College Programs" (C. R. Colvin); (7) "New Developments in the Reading Test" (R. A. Ironside); (6) "Motivation and Reading" (G. G. Glass); (9) "Problems in Reading Research" (L. S. Braam); (10) "Environmental Influences on College Students' Study Habits and Attitudes" (M. M. Bott); (11) "Achieving Faculty Support for College Reading Programs" (A. M. Heliman); (12) "How Structured Psychotherapy Can Assist Students in Their Academic and Social Lives" (E. L. Phillips); (13) "New Developments in Adult Reading" (M. S. Josiow); (14) "A Survey of Literacy Education Courses" (R. W. Cortright); (15) "Individualized Reading in Freshman English" (P. Shwy); (16) "Linguistics and Reading. After Bloomfield What" (S. H. Benedict); (17) "Reading Patterns among College Students" (I. L. Moe); (18) "The Impact of Paperback Books on Reading" (V. A. Giacco); (19) "The Responsibility of College Reading Directors beyond the Clinic Doors" (F. L. Christ); (20) "Current Status of Reading Programs in Government Agencies" (G. L. Stevens); (21) "Study-Skills Courses in Medical Schools" (G. Eatwisle); (22) The Progressive Choice Reading Program" (M. Woolman); and (23) Implementing Reading Instruction by Closed-Circuit Television" (V. V. Swauger). (MS)

ED 297 287 CS 009 239 Ketcham, Clay A., Ed. roceedings of the College Reading Association, Volume 5, Fall 1964. College Reading Association.
Pub Date—64

Volume 5, Fall 1964.

Pub Date—64

Note—78p.; For other documents in this series, see CS 009 235-245. Small print.

Pub Type—Collected Works - Proceedings (021)

EDBS Price - MF01/POth Pins Poetage.

Descriptors—Cloze Procedure, College Programs, Content Area Reading, "Critical Reading, Higher Education, Libraries, Linguistica, Motivation, Personality Measures, Reading Centers, "Reading Instruction, "Reading Programs, Reading Tests, "Teacher Education Identifiers—College Reading Association Identifiers—College Reading Association In Proceedings of the seventh annual meeting of the College Reading Association consisted of the following papers: (1) "President's Report" (Martha J. Maxwell): (2) "The Library is Your Reading Test" (Nancy Larrick); (3) "The Lehigh-Bethlehem ITA Study laterim Report Four" (Albert J. Mazurkiewicz); (4) "The First R. Implications for Teacher Education" (Mary C. Austin); (5) "The Gift of Sylvia Ashton Warner" (Jeannette Veatch); (6) "Svaluation of Reading Tests" (Albert J. Harris); (7) "Developing Reading Skills in English and Social Studies" (Robert Karlin); (8) "Criteria for Selection of Work Books for College Reading" (Shirley U. Wedeen); (9) "An Experiment Combining Cloze Procedure with Speed of Comprehension Instruction" (Ritz Sawyer and Leonard S. Brann); (10) "Some Factors Essential in the Development and Evaluation of a College Reading Program" (Uberto Price); (11) "Inconsistencies in Teacher Preparation" (Ted Lane); (12) "Linguistics and Reading" (Robert J. Allen); (13) "Improving Critical Reading" (William Eller); (14) "Developing the Reading Skills of Mathematics and Science" (David L. Shepherd); (15) "The Use of Personality Tests in the Reading Program" (Leonard J. Buchner); (16) "The Dynamic Field of Vision as Applied to Learning" (Harold Wiener); (17) "New Directions for College Reading Crotherers" (George Murphy); (18) "Motivation: Key Steps in Developing Lifetime Readers" (Paul Berg); and (19) "Progress Report The Chamdler Language-Experience Readers" (Lawrence Carrillio)

ED 297 288

Retcham, Clay A., Ed.
Proceedings of the College Reading Association,
Volume 6, Pall 1965.

College Reading Association.
Pub Date—65

Note—140p.: For other documents in this series,
see CS 009 235-245. Some pages contain small

print and may not reproduce well due to blurred

print and may not reproduce well due to blurred type.
Pub Type— Collected Works - Proceedings (021)
EDRS Price - MF01/PC06 Plus Pesiags.
Descriptors—Higher Education, Paperback Books,
"Reading Achievement, "Reading Centers, Reading Consultants, "Reading Difficulties, "Reading Improvement, "Reading Instruction, "Reading Improvement, "Reading Instruction, "Reading Programs, Reading Research, Reading Programs, Reading Research, Reading Programs, Reading Research, Reading Programs, Reading Machines
The proceedings of the eighth annual meeting of the College Reading Association consisted of the following papers: "President's Report" (M. J. Weiss); "What Constitutes a Minimal Program for Clinical Diagnosis of Reading Disabilities" (G. L. Bond); "Problems in Establishing Developmental Reading Programs in Junior Colleges" (E. S. Johnson); "Description of a Reading Program for Pre-College Students in a High School" (M. B. Warres); "My Experiences with a Successful High School Developmental Reading Program" (S. C. Berkey); "Experiences with a Successful High School Developmental Reading Program" (S. C. Berkey); "Experiences with a Successful High School Developmental Reading Program" (C. Sailer); "Physiological and Psychological Events: Their Relationship" (D. E. Psamith); "Reading Improvement in College" (L. W. Joll); "The Status of Reading Improvement in College" (L. W. Joll); "The Status of Reading Improvement program for College Students" (P. Shaw); "Whose Job Is It to Teach Reading!" (R. S. Kimball); "The Role of the Private Clinic in the Community" (F. B. DeWitt); "The Role of the Coordinator in the Secondary Reading Program" (F. Shaw); "Whose Job Is It to Teach Reading!" (R. S. Kimball); "The Role of the Private Clinic in the Community" (F. B. DeWitt); "The Role of Great Meetongolitan School System" (S. M. Cohn); "An Raperiment in the Improvement of College Reading and Study Skills" (E. O. Wendel; "Tutorial Programs within the Framework of Existing College" (A. S. McDonald); "State Certification of Reading Special

Books" (F. McLaughlin); and "Reading and Creativity" (A. T. Burrows). (MS)

ED 297 289 CS 009 241

Ketcham. Clay A. Ed.

Proceedings of the College Reading Association.

Pub Date—66

Note—116p.; For other documents in this series, see CS 009 235-245. Some pages contain small print, which may not reproduce well due to blurred type.

Pub Type—Collected Works - Proceedings (021)

EDBS Price - MF01/PC05 Plus Pestage.

Descriptors—Academically Gifted, Elementary Secondary Education, Higher Education, Laguistics, "Reading Instruction, Reading Materials, "Reading Instruction, Reading Materials, "Reading Programs, Reading Research, Reading Teachers, "Reading Tests, Special Education, Speed Reading, Study Srills, Teacher Education, Writing Skills Identifiers—"College Reading Association consisted of the following papers: (1) "President's Address" (R. C. Aukerman); (2) "Planning and Implementing a College Reading Program" (M. Schleich); (3) "Reinforcement Counseling with Small Groups in Modifying Study of College Students" (T. A. Ryan); (4) "An Experimental Investigation of the Effectiveness of a Brief Study Skills Program for Freshman College Chemistry Students" (E. K. Foxe); (5) "Preparation for Specialists in Teaching College Reading" (J. B. Wolfe); (6) "The College Role in Anti-Poverty Reading Program" (J. F. Zubko); (7) "Structuring a Reading and Writing Skills Program"

(M. D. McNeil); (8) "Measuring and Evaluating Effectiveness of College Reading Programs" (D. Pishoo); (9) "What the Reading Tests Do Not Test" (C. Sailer); (10) "Reading Materials: Rationale and Review" (R. Karlin); (11) "Implications of Psycholinguistics for College Reading" (H. J. Vetter); (12) "Needs of Puture Teschers of Reading" (N. B. Smith); (13) an abstract of "Preparing English Teschers to Teach Reading" (R. F. Kinder); (14) an abstract of "An Evaluation of the Morphologico-Algebraic Approach to Teaching Reading to Adult Functional Illiterates" (L. R. Hinds); (15) "Pactors in the Home Background and Reader Self Concept Which Reading Achievement" (C. A. Ketcham); (16) an abstract of "Preparation for Teaching Reading in Special Education Classes" (B. B. Weiner); (17) "Preparing Elementary Teachers in Linguistics" (R. Weber); (18) "A. Reading Program for Gifted College-Bound Students" (E. G. Griffin); (19) "Recent Research on Reading and the Comprehension of Time-Compressed Speech" (D. B. Orr); (20) "Management of Visual Problems among Poor Readers at College Level" (B. J. Lubin and R. Sinoway); (21) "Evaluating Professional Competency: The Anagnologist" (A. J. Mazarkiewicz); (22) "New Insights in Teacher Education Related to Elementary School Learning" (J. Vestch); and (23) "The Place of Speed Reading in High School and College Reading Programs" (L. Baker). (MS)

Learning" (J. Veatch); and (23) "The Place of Speed Reading in High School and College Reading Programs" (I. Baker). (MS)

ED 297 290 CS 009 242

Kelcham. Clay A., Ed.
Proceedings of the College Reading Association, Volume 8, Fall 1967.

College Reading Association.

Pub Date—67

Note—171p.; For other documents in this series, see CS 009 235-245. Small print.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF91/PCUT Plus Peetage.

Descriptors—Adult Literacy, Childrens Literature, Creative Writing, Dyslexia, Grade 10, Higher Education, High Schools, Inservice Teacher Education, High Schools, Inservice Teacher Education, Linguistics, Phonics. "Reading Improvement, "Reading Instruction, "Reading Programs," Reading Rate, Reading Research, Reading Teachers, Remedial Reading, Two Year Colleges, Vocabulary Skills identifiers—"College Reading Association consisted of the following papers: (1) "President's Addresa" (L. S. Brasm); (2) "Some Second Thoughts on Teaching Speed and Plexibility to College Freshman" (D. J. Yarington); (3) "Improvement of Teachers' Reading Proficiency" (A. J. Stuart); (4) "Induction and Orientation of Beginning and New Teachers" (R. A. Lioyd); (7) "Time, Space and Dyslexia" (B. A. Lioyd); (7) "Time, Space and Dyslexia" (B. A. Lioyd); (7) "Time, Space and Dyslexia" (B. A. Lioyd); (7) "Time, Space and Dyslexia" (R. A. Ironide); (13) "Research Looks at the Tenth Grade Reader" (C. A. Ketcham); (13) "The Fearful Task—Trying to Teach Reading in the Two-Year College" (C. S. Johnson); (14) "Adult Literacy: Appropriate Measures for Use in Appraisal" (R. A. Ironide); (15) "Some Measurable Aspects of Creativity in Writing" (D. T. Fishco); (16) "Why Every College Needs a Developmental Reading Forgram" (W. C. Davies); (17) "The Special Reading Services" (S. M. Cohn); (18) "Basic Considerations for Helping Children in Special Reading Improvement Programs" (J. Levin); (19) "A New Look at Vocabulary Reaserch" (W. T. Petty); (20) "Research and Beginning Reading: Some Reflections and Suggestions" (C.

ED 297 291 CS 009 243 Ketcham, Clay A., Ed. ings of the College Reading Association, so 9, Fall 1968.

College Reading Association. Pub Date—68

College Reading Association.

Pub Date—68

Note—161p.; For other documents in this series, see CS 050 235-245. Small print.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MPDI/PCPT Pius Pestings.

Disabilities—Adult Literacy, Content Area Reading, Elementary Education, Grade I, Higher Education, Intermediate Grades, Learning Disabilities, Literacy Education, Paperback Books, Reading Diagnosis, Reading Instruction, "Reading Programs, Reading Research, Reading Teachers, "Teacher Certification, Two Year Colleges

Identifiers—College Reading Association, Historical Background

The proceedings of the eleventh annual meeting of the College Reading Association with a theme of "Professional Focus on Reading," consisted of the Following papers: (1) "President's Address" (W. H. Cooper); (2) "What Lies Ahead in Primary Reading?" (M. C. Austin); (3) "The Causes and Correction of Verbalism in Reading in the Intermediate Grades" (D. J. Bissett); (5) "Interaction of Psychological and Neurological Factors in Disgnosis of Crades" (D. J. Bissett); (5) "Interaction of Psychological and Neurological Factors in Disgnosis of Callege Centern" (D. M. Wark); (7) "Reading in the Content Areas: Instruction and Application" (D. L. Shepherd); (8) "A Critical Look at Critical Variables in Reading," (R. M. Clark); (9) "Classroom Implications of the First-Grade Reading Studies" (R. Dykstra); (10) "The Distar Reading Program" (C. Bruner); (11) "Disgnosis for the Classroom Teacher" (R. Sawyer); (12) "The Use of Pspetracks in the Cassroom: Research and Implications" (S. A. Cohen); (13) "Two Approaches to Literacy Education" (H. B. Miller); (15) "The Culturally Disadvantaged Reader's Concept of Reading Studies" (G. R. Darnes); (19) "The Procession of Reading Instruction in the Comprehensive Junior College" (G. R. Darnes); (19) "Audit Literacy Materials" (D. A. Brown); (20) "Developing College Reading Studies" (G. R. Darnes); (19) "A Write Reading Program" (G. R. Darnes); (19) "A Write Reading Program" (G. R. Darnes); (19) "A Write Re

Instruction: Past, Present and Future" (W. Pauk). (MS)

ED 297 292

CS 009 244

Ketcham, Clay A., Ed.

Proceedings of the College Reading Association, Volume 10, Fall 1969.

College Reading Association.

Pub Date—69

Note—229p.; For other documents in this series, see CS 009 235-245. Small print.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—College Programs, Higher Education, Inservice Education, Interdisciplinary Approach, Learning Problems, Phonics, \*Reading Comprehension, \*Reading Difficulties, \*Reading Instruction, \*Reading Difficulties, \*Reading Research, Reading Teachers, Secondary Education, Study Skills, Teacher Education, Two Year Colleges, Vocabulary Development

Identifiers—'College Reading Association

The proceedings of the twelfth annual meeting of the College Reading Association (with a focus on "Reading: Today's Needs, Tomorrow's Challenges") consisted of the following papers: "President's Address" (J. R. Newton); "Structure, Stricture in Reading Inversories" (J. P. Kender); "Some Considerations in Establishing a College Reading Programs" (W. Q. Davis); "Listening—A Silent Partnerin Learning" (D. S. Leeds); "Some Charactering Frograms" (W. Q. Davis); "Listening—A Silent Partnerin Learning" (D. S. Leeds); "Some Charactering of the Disabled College Reader" (D. J. McGinnis); "Interdisciplinary Approach to the Disaposis of Severe Reading Disablity" (J. C. Abrams); "Freparation of Reading Teachers for Junior Colleges (L. R. Cooper); "Who Assesses Reading Progress?" (R. A. Ironside); "Principles of Self-Re-

ward for Study Skills" (D. M. Wark); "The Strategy Involved in the Teaching of Reading at Junior College and University Levels" (H. L. J. Carter); an abstract of "Oral Reading Patterns among Subgroups of Urban Disadvantaged" (L. M. Kaadon); an abstract of "Residential Segregation and Reading" (S. Sardy); "Emphasizing Language Development" (D. D. Sullivan); "The Voice of Authority: Fallacy and Phonics Instruction" (H. Newman); "Language Barriers of the Culturally Different" (P. C. Berg); "Effective Inservice Programs" (R. L. Byrne); an abstract of "Cooperative Inservice Programs" (R. L. Byrne); an abstract of "Cooperative Inservice Programs" (R. L. Byrne); an abstract of "Gooperative Inservice Programs" (S. L. Cleiand); "Skills and Content-Taught Separately or Together?" (D. L. Shepherd); an abstract of "Educated Adult Reading Programs" (C. R. Colvin); "Reading as a Facet of Human Development" (P. E. Stanton); "Evaluation of Cases of Learning Difficulties" (E. Poxe); "Classroom Practices for Culturally Disadvantaged College Students" (G. O. Phillips, Sr.); "Perceptive Reading Instruction" (E. M. Ladd); an abstract of "The Development of Comprehension Skills-An Inservice Education Programs for Public School Teachers" (B. J. Ward); "Parents: The Missing Ingredient in Teacher Education" (V. M. Rentel); "An Interdisciplinary Approach to Teaching Reading 'S. J. Rauch); "Methods and Materials Used in a Successful Junior College Reading Programs in Community Colleges and Technical Institutes (J. M. Sawyer); and "Phonics: An Appraisal of Some Classroom-Tested Techniques" (J. E. George). (MS)

ED 297 293 CS 009 245 ED 297 293 CS 009 24 Ketcham. Clay A., Ed. Proceedings of the College Reading Association, Volume 11, Fall 1970. College Reading Association. Pub Date—70 Note—144p; For other documents in this serie

Volume 11, Fall 1970.

College Reading Association.

Pub Date—70

Note—144p.; For other documents in this series, see CS 009 235-244. Small print.

Pub Type—Collected Works - Proceedings (021)

EDBS Price - MP01/PC06 Plus Pestage.

Descriptors—Cloze Procedure, Critical Reading, Critical Thinking, Higher Education, Inservice Education, Perception, Reading Diagnosis, "Reading Diagnosis, "Reading Materials, Reading Diagnosis, "Reading Materials, Reading Instruction, Reading Materials, Reading Instruction, Reading Materials, Reading Association

The proceedings of the thirteenth annual meeting of the College Reading Association consisted of the following papers: (1) "President's Address" (U. Price); (2) "Critical Reading-Critical Thinking and College Reading Association consisted of the following papers: (1) "President's Address" (U. Price); (2) "Critical Reading-Critical Thinking and College Reading (J. Follman); (3) "Cloze Procedure as a Predictor of Comprehension in Secundary Social Studies Material" (J. R. Geyer); (4) "A Study Cyuestion-Answer Session" (W. Pauk and others); (6) "Sensitivity Training and T-Group Procedures in a College Reading and Study Course" (P. R. Kazmierski); (7) "Emotional Resistances to Reading" (J. C. Abrams); (8) "Perceptual-Motor Development and Reading" (S. E. Klesius); (9) "Black, White and Reading" (G. D. Spencry; (10) "Question-Answer Session" (C. Morrison and others); (11) "Secondary Reading: Guiding Pupils toward Independence in Study" (D. L. Shepherd); (12) "New Jersey Bell Telephone Project" (P. Incardone); (13) "Diagnostic Teaching for the Classroom Teacher" (D. W. Knight and M. A. Carmichaell); (14) "Morre Effective Use of Classroom Time" (W. Q. Davis); (15) "Question-Answer Session" (C. Morrison and others); (16) "The Development of an Instrument to Predict Modality Preference for Learning to Read" (D. Neville); (17) "Developing Mental Content of the Disabled Reader at the College Cavel" (H. L. J. Carter and D. J. McGinnis); (18) "New Considerations for In-Service Training"

ward Bound Student in College" (C. Brooks). (MS)

CS 009 246

ED 297 294 CS 009 24
Wheeler, M. Candace
Correlation between Remedial Students and
Learning Styles: Implications for Computer Assisted Instruction.
Pub Date—88

Note-48p.; Master's Thesis, Eastern Washington

Pub Date—88
Note—48p.; Master's Thesis, Eastern Washington
University.
Pub Type—Dissertations/Theses - Masters Theses
(042) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—\*Cognitive Style, "Computer Assisted Instruction, "Computer Software, Elementary Education, Grade 6, Remedial Programs, "Remedial Reading Identifiers—Education Consolidation Improvement Act Chapter 1, Reading Style Inventory (Carbo)
A study investigated the learning styles of remedial students and the implications for computer-assisted instruction. The subjects were 31 sixth-grade Chapter 1 students from a middle school in Idaho who did not have learning disabilities nor were andidates for special education. The subjects were given the Reading Style Inventory (RSI). Results indicated that all subjects had a strong to moderate kinesthetic preference and most had high visual strength. The implication is that computer software which emphasizes problem-solving and simulation will address the particular learning style of remedial readers. (One table of data and two figures are included, and 38 references are attached.) (RS)
ED 297 295

ED 297 295 CS 009 247

ED 297 295

CS 009 247

Teaching for Thinking: An Annotated Resource
List. No. 9605, Linking R&D to Practice.

Regional Laboratory for Educational Improvement
of the Northeast & Islands, Andover, MA.

Spons Agency—Office of Educational Research
and Improvement (ED), Washington, DC.

Pub Date—[88]

Contract—400-86-0005

Note—118

Contract—400-80-0005 Note—11p.
Available from—Regional Laboratory for Educa-tional Improvement of the Northeast and Islanda, 290 South Main St., Andover, MA 01810 (NO. 9605-09, \$2.50 plus \$2.50 postage).
Pub Type— Reference Materials - Bibliographies (131)

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Annotated Bibliographies, Convergent Thinking, Creative Thinking, Critical Thinking, Elementary Secondary Education, Theory Practice Relationship Identifiers—Thinking Skills

The material contained in this annotated resource ist is intended to provide information upon which decisions about teaching thinking can be made, not to recommend or point to a particular path. The sources are organized around four groups of questions frequently asked by those responsible for making such decisions: (1) What are the components of thinking? (2) What programs are available to teach thinking? (3) What are some resources and publications devoted to thinking? and (4) Why teach thinking? and How can thinking be taught? The 16 sources include journal articles and monographs from 1984 through 1986, and an intert charts the components included in 23 different programs available to teach thinking. A list of periodicals which deal with the teaching of thinking and descriptions of two videotspes are included. (RS)

ED 297 296 CS 009 248 Medley, Vickie Jones, Paul L.
What Works: A Reading Immersion Program for
Al-Risk Adulescents. Report No. 88-1.
Memphis Literacy Coalition, Thy. Naval Technical
Training Command, Millington, Tenn. Research

Training Command, Millington, Tenn. Research Branch.
Pub Date—Jul 88
Note—32p.
Pub Type— Reports - Descriptive (141) —
Tests/Questionnaires (160)
EDRS Price - MP61/PO2 Plus Postage.
Descriptors—Basal Reading, 'Basic Skills, 'High Risk Students, Literacy, 'Psychoeducational Methods, Reading Achievement, 'Reading Attitudes, Reading Difficulties, 'Reading Improvement,' Reading Instruction
Identifiers—Gates MacGinitie Reading Tests, PLUS Project Literacy United States (PLUS) is a na-

tional service project initiated in December 1985 with the key goals of mobilizing and organizing community resources to deal with illiteracy on a local level and to raise awareness of the widespread illiteracy problem. Using concepts from the Navy's intensive reading immersion program, Memphis-Project Literacy's Westade High School intensive reading immersion program demonstrated that community partnerships can be established and mobilized to improve the basic skills of its young adults while enhancing the quality of their lives. The program incorporated special instructional techniques innovations, and incentives to increase the motivation and achievement of "at risk" youth. The program included an eye exam and hearing test; meals; group affiliation activities; communication with and community organization involvement; prompt feedback on student performance; and well-qualified and caring teachers. The Memphis-PLUS program was successful in: (1) raising student reading grade level; (2) providing a quality educational experience within school premises which helped to develop the student's individual potential while teaching self-discipline and perseverance; (3) creating an asmosphere of positive interpersonal relationships; (4) contributing significantly to each student's mental, emotional, and physical well-being; (5) demonstrating the success of a partnership approach uniting school, home, and community; (6) communicating to the community the needs of "at-risk" adolescents; and (7) providing cultural opportunities for the students (Acknowledgments, two tables of data, and two appendixes containing questionnaires on student attitudes are attached.) (RAE)

CS 009 249

Balajthy, Ernest
Confrontation and Allenation: Education's Flawed
Response to Religious Textbook Objections.
Pub Date—Oct 88

Resposse to Religious Textbook Objections.

Pub Date—Oct 88

Note—16p; Paper presented at the Annual Meeting of the College Reading Association (32nd, Atlanta, 6A, October 28-30, 1988).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDBS Price - MF91/PC91 Pins Pestage.

Descriptors—Administrators, "Censorship, Court Litigation, Cultural Context, Elementary Secondary Education, Ethical Instruction, "Moral Issues, "Moral Values, Religious Conflict, "Religious Factors, "Textbook Bias Identifiers—"Evangelical Christians, Religious Factors, "Textbook Bias Identifiers—"Evangelical Christians, Religious Fundamentalism, "Secular Humanism Recent controversies over textbooks illustrate objections held by Evangelical to "secular humanism" in the schools. Educators autoemstically tend to assume that all religious objections to curricula are clear-cut attempts at censorship. This confrontational attitude on the part of educators can lead to alienation of minority religious groups, resulting in a weakening of the public schools. While the actual judicial decisions in the latest series of textbook controversies failed to support Evangelical thinking, the end result of Evangelical legal activism may have been more positive for their viewpoints, alerting educators, school boards, and textbook publishers to the needs and opinions of a newly vocal and politically active minority. Important aspects of the Evangelical position have received support from a variety of nonevangelical sources. (Twenty-five references are attached.) (SR)

ED 297 298 CS 009 252

Paula, Nancy
What We Know about Phonics. Research in Brief.
Office of Educational Research and Improvement
(ED), Washington, DC.
Report No.—IS-88-163-rib
Pub Date—Jun 88

Pub Date—Jun 88
Note—Jp.
Pub Type— information Analyses (070)
EDRS Price - MPDL/PC01 Plus Pestage.
Descriptors—Elementary Education, "Phonics, Reading Instruction, "Research Utilization, "State of the Art Reviews, "Teaching Methods, "Theory Practice Relationship
The best evidence available today shows that chidren who are taught phonics get off to a better start than those who are not taught phonics. Research indicates that children should be taught only the most important and regular of letter-to-sound relationships, and that children should read words within texts very early in their reading program. Research also tends to favor explicit phonics over implicit phonics, but

little evidence of well designed phonics programs has been found. Current research projects include studies on: (1) formulating guidelines for phonics instruction; (2) evaluating existing reading pro-grams; (3) conducting classroom experiments on phonics; (4) developing as model phonics pro-gram for reading-disabled children. (R5)

ED 297 299 CS 009 253

Peterson, Drug
Pacts and Fads in Beginning Rending: A
Cross-Language Perspective.
Report No.—ISBN-0-89391-507-6
Pub Date—Jun 88

Note—224p.
Available from-355 Chestnut

Note—224p.
Available from—Ablex Publishing Corporation, 355 Chestnut St., Norwood, NJ 07648 (334.50, cloth—ISBN-0-89391-507-6; \$17.95, paperback—ISBN-0-89391-507-6; \$17.95, paperback—Analysis, "Cross Cultural Studies, Curriculum Design, Decoding (Reading), "Comparative Analysis," "Cross Cultural Studies, Curriculum Design, Decoding (Reading, Eucericulum Design, Decoding Reading, Experience, Reader Text Relationship, Reading Achievement, "Reading Instruction, Reading Metrials, Reading Frograms, "Reading Research, Reading Strategies, Reading Strating Methods, "Theory Practice Relationship Identifiers—Germanic Languages, Germany, Great Britain

Identifiers—Germanic Languages, Germany, Great Britain
Creating a link between current research findings and classroom practice, this book analyzes, compares, and critiques prevalent classroom strategies in beginning reading instruction in light of expertise svailable in other countries. The book begins with a section on "Points of Departure," consisting of three chapters: "Introduction: Facts and Fads on the Reading Scene"; "A Parting of Ways: Notes on the History of Reading Methods in the United States and German-Speaking Countries"; and "la Learning To Read "Natural?" The socond section, "Curricular Issues," consists of the following chapters: (1) "The Learner vis-a-vis the Task"; (2) "The Role of Writing in Beginning Reading"; (3) "Are Decoding-Oriented and Meaning-Focused Instruction Incompatible?"; (4) "The Special Case of English"; and (5) From Theory to Practice." The third section, "From Theory to Practice." The third section, "From Theory to Practice." Stage Based Curriculum," consists of three chapters: "Stage 1-The Onset of Formal Reading Instruction"; "Before Reading"; and "Stage 2-From Decoder to Book Consumer." Reading charts and excepts from beginning reading texts in German and English are included, and 22 pages of references are attached. (MM)

included, and 22 pages of references are attached. (MM)

ED 297 300

CS 009 254

Douglaxs, Malcolm P., Ed.

Writing and Reading in a Culturally Diverse Society: Proceedings of the Claremont Reading Conference (53rd, Claremont, California, March 20-21, 1987). 51st Yearhook.

Claremont Graduate School, Calif.
Report No.—ISBN-0-941742-05-9

Pub Date—234p.; Title represents the special conference theme for 1987. The continuing theme is listed as "Reading, the Process of Creating Meaning for Sensed Stimuli."

Available from—Claremont Reading Conference Yearbook, Harper 200, Claremont Graduate School, 150 East 10th Street, Claremont, CA 91711-6160 (\$20.00 plus \$1.00 handling).

Pub Type—Collected Works - Proceedings (021)—Reports - Research (143)

Document Not Available from EDRS,
Descriptors—Bilingual Students, "Cultural Context, Elementary Secondary Education, Higher Education, "Literacy Education, "Multicultural Education, Reading Attitudes, "Reading Instruction, Reading Research Identifiers—Claremont Reading Conference, "Reading Behavior "Reading Behavior as well as cultural diversity, the proceedings of the 53rd Claremont Reading Conference, "Reading Behavior as well as cultural diversity, the proceedings of the 53rd Claremont Reading Conference, or adding behavior as well as cultural diversity, the proceedings of the 53rd Claremont Reading Conference, ("Benouraging Free Reading" (S. D. Krashen); (2) "A Conceptual Framework for Integrated Literacy Teaching" (S. B. Kucer); (3) "Understanding the Motive To Achieve among

Mexican Americana." (R. Buriell); (4) "Hidden Resources in the Reading and Writing of Billingual Children" (P. Ammon and M. S. Ammon); (5) "Reading, Writing, and Retention of Underrepresented Students: A University Responsibility" (D. A. Bacobar); (6) "Cultural and Linguistic Considerations in Developing the Composition Stills of Chicano Children" (J. M. Flores); (7) "Is This Just Another Swing of the Pendulum? That Depends..." (J. Kierstead); (8) "Preschool Language Interaction in China, Japan, and Taiwan" (D. Davidson and others); (9) "Immigrants and Elementary Education in the Boaton Public Schools, 1820-1920" (R. L. Osgood); (10) Recognition of Merit Award to John Reynolds Gardiner (J. Blumenstein); (11) "Literature and Literacy" (C. S. Huck); (12) "'One of Us. One of Us. We Will Make You One of Us" (A. S. Prentice); (13) "When I Was Little I Used To Play to Lot" (G. H. Reynolds); (14) "Children as Readers and Writers in the Classroom: An Impossible Dream?" (C. C. DuCharme); (15) "Return to Reason; Individualized Reading" (J. Veatch); (16) "Having a Go" for Literacy in a London Classroom: A Personal Experience" (G. C. Collins); (17) "Where Do the Words Come From?" (B. Jones); (18) "The Third Person" (R. Muffoletto); and (19) "Tubes "R" Us" (E. Moreno). (SR)

(18) "The Third Person" (R. Muffoletto); and (19) 
"Tubes 'R' Us" (E. Moreno). (SR)

ED 297 301

Rask: Skills-Reading: Proven Exemplary Educational Programs and Practices (A Collection from the National Diffusion Network). Michigan State Board of Education, Lansing. Pub Date—May 87

Note—77p.; Reprinted with permission from the National Diffusion Network; Twelfth Edition, 1986. For related document, see CS 211 431. Pub Type—Guides—Non-Classroom (055) 
EDRS Price - MF91/PO4 Plus Pestage.
Descriptors—"Demonstration Programs, Diagnostic Teaching, Elementary Secondary Education, Individualized Instruction, "Program Descriptions, Reading Instruction, "Program of 72 successful basic skills reading programs collected from school districts antionwide by the National Diffusion Network. Information provided for each program includes: (1) program mane and brief description; (2) sudience focus (noting grade and shility levels); (3) a detailed sbatract of the program; and (7) names and ddresses of program directors. The 61 categories include programs in classroom management, tutoring, learning resource centers, staff development, and parent involvement. Programs include: Basickills in Reading (BASK); Computer Utilization in Education (CUE); Preschool and Improvement of Reading (PRIOR); and Team Oriented Corrective Rea

cess for the programs. (MM)

ED 297 302

CS 009 256

Calfee, Robert

Ladicaters of Literacy.
Center for Policy Research in Education; Rand
Corp., Santa Monica, Calif.

Spona Agency—Office of Educational Research
and Improvement (ED), Washington, DC.
Report No.—CPRE-NNE-04

Pub Date—Aug 88

Grant—OREI-GO08690011

Note—51p.
Available from—The Rand Corporation, 1700 Main
St., PO Box 2138, Santa Monica, CA 90406-2138.

Pub Type—Reports - Evaluative (142) — Opinion
Papers (120)

EDRS Price - MP61/PC03 Plus Pustage.

Descriptors—"Academic Achievement, Communication (Thought Transfer), "Educational Policy,
Elementary Secondary Education, "Evaluation
Criteria, Putures (of Society), Grade 6, Language,
"Literacy, Problem Solving, School Districts,
Teacher Role
Identifiers—Indicators
Predicated on the belief that current methods for
saseasing literacy give policymakers too narrow a
view of performance and should be augmented by
the informed professional judgment of classroom
teachers, this report spersises how well schools in
the United States are meeting the goal of a literate
populace. The report seeks to improve understand-

ing of what students need to know to employ language as a tool for problem-solving and communication, and how states and local school districts might
measure whether or not their students are reaching
such a level of critical literacy. First the report
aketches a vision of literacy for future generations
that is tied not to the printed page, but rather to a
formal style of language that depends on structures,
procedures, and strategies for effective use of language in thinking and communicating. Next, an approach is presented for achieving this level of
critical literacy, Finally, the report (1) recommends
that the professional judgments of classroom teachers be used to enhance more traditional, and often
incomplete or misleading, assessments of student
literacy; and (2) considers barriers to and benefits of
the proposal to incorporate teacher judgments in the
indicator system. Ten figures and one table of data
are included, and 66 references are attached. (MS)

ED 297 303 CS 009 257

ED 297 303
Kress. Roy
Some Caveats When Applying Two Trends in
Diagnosis: Remedial Reading, Eric Digest Number 6, 1938.

ERIC Clearinghouse on Reading and Communication Skills, Bioomington, IN.
Spons Agency—Office of Educational Research
and Improvement (ED), Washington, DC.
Pub Date—88
Contract—R1888062001
Note—3p.

Pub Date—38
Contract—RISS062001
Note—39.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Computer Assisted Testing, Educational Trends, Elementary Secondary Education, "Informal Reading Inventories, "Reading Diagnosis, Reading Research, "Remedial Reading, Theory Practice Relationship Heading, Theory Practice Relationship in the diagnosis of remedial readers, which—when applied with caution—BRIC Digests

Two trends have emerged in recent years in the diagnosis of remedial readers, which—when applied with caution—may be of reasonable value to the clinician and the teacher. One of these trends has been hepromotion of informal assessments, and an accompanying plethors of commercial informal reading inventories (IRIs). These instruments are designed to replace any that might be made by the teachers and clinicians who use them, and thus they should be examined carefully and customized to minimize their significant limitations. IRIs are often used to place readers in materials of appropriate difficulty. Some reports in the ERIC database suggest it is harmful to place children in unnecessarily low reading groups; others show that many experienced teachers identify materials that will insure success for the remedial reader. Another trend is the use of computerized diagnosis of a reader. While such information would be useful as a part of data collection, it should not be a major factor in placement and instructional decisions, which require precise individual assessments. (SR)

ED 297 304 CS 009 258

ED 297 304

Blook H. S.

Literacy for Revitalization in the SADCC Countries of Southern Africa.

Pub Date—Sep 88

Note—19p.; Paper presented at the Modern Language Ausociation Right to Literacy Conference (Columbus, OH, September 16-18, 1988).

Pub Type—Speeches/ Meeting Papers (150) — Reports - Evaluative (142)

EDRS Price - MP01/PO3 Plus Postage.

Descriptors—Cultural Influences, Cultural Interrelationships, "Developing Nationa, Foreign Countries, Intercultural Communication, "Literacy Education, Mass Media Role, "Modernization, Political Influences Socioeconomic Influences Socioeconomic Influences (Political Influences) Socioeconomic Influences (South), Apartheid, "Pan African Movement, "Southern African Development Coordination Conference (SADCC), a group of nine countries (Angola, Botswana, Lesotho, Malawi, Morambique, Swaziland, Tanzania, Zambia, and Zimbabwe) surrounding or surrounded by the Republic of South Africa (RSA). This region is approaching a "moment of disjunction"—a historical moment when an existing mythologic and the accompanying social order die and a new mythologic and social order emerge. The existing social order of apartheid in the

RSA must be reconstituted. Several strategies are required to implement that change-diplomatic, economic, military, and cultural. The objectives of the cultural strategy should be to create both nationalism and Pan-Africanism, objectives which can only be met with universal literacy. At the societal level, universal literacy will increase the possibility of modernization and democratization. Furthermore, once individual societies are revitalized through universal literacy, a genuine Pan-Africanism could emerge—not merely of the bureaucratic elite but of all the people. Multiple literacies should be taught to African adults: literacy in the mother tongue; literacy in the regional lingua france; and literacy in a metropolitan language. The universalization of literacy will hasten the destruction of apartheid and help to create a society which can live together in harmony. (MM)

ED 297 305 CS 009 260 Perkins, Kyle Parish, Charles
What's Wrong with Reading Comprehension

Tests?
Pub Date—88
Note—18p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cognitive Processes, "English (Second Language), Multiple Choice Tests, "Prior Learning, "Reading Comprehension, Reading Research, "Test Validity
Identifiers—Test of English as a Foreign Language, Test Factors
This document reviews studies that investigated

search, "less vandiny lentifiers—Test of English as a Foreign Language, Text Factors
This document reviews studies that investigated certain inadequacies of English as a Second Language (ESL) reading comprehension tests. The first study examined whether three ESL reading comprehension tests required information principally from the text or from background knowledge. Results indicated that background knowledge differentially affects reading comprehension at different levels of proficiency and that a large proportion of the variance in reading comprehension scores can be accounted for by the reader's background knowledge. The second study measured reasoning in the Test of English as a Foreign Language (TOEFL) reading comprehension subtest. Results indicated that the subtest seemingly lacks validity. The third study investigated whether an ESL test distinguished between the subskills it professed to measure. Results indicated that only 44% of the total test exhibited internal construct validity. The fourth study examined behavioral anchoring, whose purpose is to define achievement and to make test scores interpretable in terms of what students at different ability levels could and could not do. Results indicated that higher ability level students excelled with items which depended on implicit information; that all proficiency levels exhibited achievement with linguistic structures which related achievement with linguistic structures which related achievement with linguistic structures which related achievement with inguistic structures which related achievement with linguistic structures which related achievement with an increase in proficiency level sexhibited parts of the text to one another; and that the derivational complexity and the readability level estimates co-varied with an increase in proficiency level estimates of variety and with an increase in

CS 009 261 ED 297 306 CS 009 261
Guenther, Joseph W. Anderson, Thomas H.
Studying Hard for a College Level Geography
Course: A Case Study.
Pub Date—14p.; "Forum for Reading" is the journal of
the College Reading Improvement Special Interest Group of the College Reading Association.
Journal Cit—Forum for Reading; v19 n1 p7-18
Fall-Win 1987
Pub Type—Renorts - Reasageh (141) — Journal

Journal Cit—Forum for Reading; v19 n1 p7-18
Pall-Win 1987
Pub Type— Reports - Research (143) — Journal
Articles (080)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—Cognitive Psychology, Community
Colleges, Educational Research, Encoding (Psychology), "Geography Instruction, "Learning
Strategies, "Study Skills, Two Year Colleges
Identifiers—Self Monitoring
In an attempt to study strategies that college students use to attain high marks in a difficult course, a community college study skills instructor earolled
in a regional geography course and monitored the
strategies he used to study for the course. The goals
of the study were to determine how knowledge of
the criteria was gained, how attention was focused
on the textbook, and what kinds of encoding activicies were used. Findings showed that the instructor
employed traditional techniques to help remember
the material, such as memorization, repetition, and

rehearsal. The conclusion was that each studying context presents a set of clues that can enable the student to acquire knowledge about the criterion events, focus attention on relevant text information, and engage in encoding activities. (Fifteen refer-ences are appended.) (MS)

ED 297 307

CS 009 262

ED 297 307

Rauch, Margaret Fillenworth, Ceil
Paired Courses: An Instructional Model Designed
To Enhance Academic Success.
Pub Date—87

Note—8p.; "Forum for Reading" is the journal of
the College Reading Improvement Special Interest Group of the College Reading Association.
Journal Cit—Forum for Reading; v19 n1 p19-24
Fall-Win 1987

Fall-Win 1987

Fall-Win 1987

Pub Type— Reports - Research (143) — Journal Articles (080)

EDRS Price - MP01/PC01 Plus Postage.

Descriptors—"Academic Achievement, Higher Education, "High Risk Students, Models, "Reading Centers, Reading Skills, Study Skills, Teacher Student Relationship Identifiers—"Instructional Models, Learning Assistance, "Paired Courses, Saint Cloud State University MN

The paired course instructional model can help

sistance, "Paired Courses, Saint Cloud State University MN
The paired course instructional model can help high risk students succeed by enabling them to become aware of themselves as independent learners and to enhance transfer of learning from a reading course to a general education course. In order to examine the effectiveness of this model, and focus on a reading center's participation in the paired course instructional model, a study analyzed the data from reading rate improvement and reading/estudy skills courses offered by the Reading Center at St. Cloud University, St. Cloud, Minnesota. High risk students, those that did not meet the regular radmissions requirements of the University, answered questionnaires on their perception of the University's Division of General Studies program (a program which provided special advising and academic assistance through the paired course instructional model has a positive effect on the academic achievement of many high risk freshmen students, but that students who continue to struggle academically need to be carefully monitored, with appropriate intervention measures provided continuously. (MS)

ED 297 308 CS 009 263

Ashmore, Rhea
Books That Make the Difference: What College
Students Told Me.
Pub Date—87

Prio Date—87.

Note—7p.; "Forum for Reading" is the journal of the College Reading Improvement Special Interest Group of the College Reading Association. Journal Cit—Forum for Reading; v19 n1 p25-29 Fall-Win 1987.

Fall-Win 1987

Pub Type— Reports - Research (143) — Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—"Books, College Students, Higher Education, "Reading Materials, Reading Research, Recreational Reading in an effort to demonstrate the influence of reading, a reading and skills improvement instructor asked college students what book made the greatest difference in their lives and what that difference was. The instructor polled 120 students and listed 20 of those responses and their emotional reactions. Book titles ranged from "The Bible" and "A Tale of Two Cities" to "Jonathan Livingston Seagull." (MS)

ED 297 309

CS 009 264

Cronan, Theresa H.
Reading Rate: The Measurement Dilemma Revisited. Pub Date—87

to Date—87
Note—98; "Forum for Reading" is the journal of
the College Reading Improvement Special Interest Group of the College Reading Association.
ournal Cit—Forum for Reading; v19 n1 p31-37
Fall-Win 1987

Fall-Win 1987
Pub Type—Reports - Research (143) — Journal
Articles (080)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Higher Education, \*Measurement
Techniques, \*Reading Comprehension, \*Reading
Rate, Reading Research, \*Reading Tests
Identifiers—Reading Fluency

Although techniques of measuring reading rate have been studied and reported in the literature, actual practice is not always consistent with the findings. A study reexamined the reading rate issue in light of additional information regarding the test-taking experience provided directly by the test takers themselves. The purpose of the study was to determine the effects of two reading rate measurement techniques on rate and comprehension of college readers and to obtain feedback from the readers concerning the two techniques. Subjects, 173 freshman level reading and study skills students at a large southeastern university, completed two rate measurement techniques, a time-limit procedure and a passage-completion procedure, and were asked for their opinions on which exercise they felt provided a better measure of their reading rate and should be used in tests measuring reading rate. Responses indicated a greater preference for the passage-completion procedure, and that students felt it gave a better measure of fact the passage-completion rate measurement techniques and that students felt it gave a better measure of actual reading rater preference, and recommended it for testing. (One table of data is included, and 12 references are appended.) (MS)

ED 297 310

CS 009 265

Flippo, Rona F.
The Roles, Responsibilities, and Preparation of Developmental Reading-Study Skills Professionals: From the Editor.

Pub Date—87 Note—4p.: "P "ub Date—87
Note—4p.; "Forum for Reading" is the journal of
the College Reading Improvement Special Interest Group of the College Reading Association.
ournal Cit—Forum for Reading; v19 n1 p4-5
Fall-Win 1987
Collegion Readers (120) Lucrost Asti-

Journal Cit.—Forum for Reading; v19 n1 p4-5 Fall-Win 1987
Pub Type— Opinion Papers (120) — Journal Articles (080)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Higher Education, Reading Instruction, "Reading Skills, Reading Teachers, Remedial Reading, "Study Skills Identifiers—"International Reading Association, Professional Concerns
This editorial extrapolates and highlights the role, responsibility, academic course preparation, and competency areas as cited by the International Reading Association (IRA) publication, "Guidelines for the Specialized Preparation of Reading Professionals," for the college developmental reading and study skills professional. The purpose of the editorial is to call attention to the role with which most of the "Forum for Reading" readership is concerned: both from a training perspective, The editorial also discusses responsibility, preparation, and competencies. (MS)

ED 297 311 CS 009 266

Hales, Carma M. Jones, Maurine E.
Managing Your Reading Program—A Total System.
Utah System Approach to Individualized Learning

Utah System Approach to Individualized Learning Project.

Spons Agency—Department of Education, Washington, DC.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF91/PC03 Plus Postage.

Descriptors—Beginning Reading, Class Organization, Classroom Environment, Elementary Secondary Education, Program Administration, Programs, Reading Strategies, Teacher Role, Teaching Methods

This guide provides specific information on designing and implementing a reading program. The guide is divided into the following six parts: (1) "Planning for Instruction," including sections on setting ideal goals, establishing a "reality base," and organizing a work flow; (2) "Content Organization," including sections on the time of the difficulty of materials; (3) "Environment Management," with sections on the organization of materials, and the organization of the classroom; (4) "Effective Teaching," including sections on preparing for instruction, installing independent reading and instructional phases, and responding to learner needs; (5) "Working with Beginning Readers," with sections on using student experiences, teachermade materials, and available resources; and (6) "Review—The Process in Action," including sections on effective instruction, and a model for teaching and learning. A checklist (Phot I Establish a Learning Climste") and a teacher self-checklist are

appended. (MM)

ED 297 312

National Adult Literacy Policy: A Proposal from the Working Group on Adult Literacy. International Reading Association, Newark, Del. Pub Date—8 Sep 88 CS 009 267

Pub Date—8 Sep 88
Note—13p.
Pub Type— Opinion Papers (120) — Reports—
Evaluative (142)
EDRS Price - MPDI/PC01 Plus Postage.
Descriptors—°Adult Literacy, Elections, Federal
Legislation, Federal Programs, Functional Literacy, "Illiteracy, "Literacy Education, "Politics of
Education, Presidential Campaigns (United
States)

States)

States)
Presented to Americans and addressed to presidential candidates in this election year, this proposal: (1) identifies the extent of the literacy problem in America; (2) outlines the current efforts to address the problem; (3) discusses the roles of the sectors; and (4) recommends actions for the next administration. The proposal urges an improved system of literacy services characterized by access, options, accountability, quality, support of learners, and linkages between literacy and other services. It concludes with specific proposals for the next President of the United States regarding strong leadership, increased resources, and a literacy infrastructure. (SR)

CS 009 268

ED 297 313

CS 009 268

Balgithy, Ernest Waring, Eileen Whiteraft
Dyslexia and the College Student.

Pub Date—Oct 88

Note—24p; Paper presented at the Annual Meeting of the College Reading Association (32nd, Atlanta, 6A, October 28-30, 1988).

Pub Type—Information Analyses (070) —
Speeches/Meeting Papers (150)

EDRS Price - MF01/PCB1 Plus Postage.
Descriptors—"Adult Reading Programs, "College Students, Computer Assisted Instruction, "Dyslexis, Higher Education, "Learning Disabilities, Eiterature Reviews, Reading Diagnosis, Reading Difficulties, "Reading Research, Reading Teachers," Remedial Reading

Difficulties, "Reading Research, Reading Teachers," Remedial Reading

Recent research in the field of learning disabilities and other sources of information which may prove useful to college-level dyslexic are summarized in this paper. The paper identifies research on techniques of formal and informal assessment, psychological and social factors, and remediation programs (including those using computers) with an emphasis on the particular problems associated with the adult learning disabilities are due to brain dysfunctions. Instead, the paper suggests that the causes of reading disabilities are due to brain dysfunctions. Instead, the paper suggests that the causes of reading disabilities are multiple, arising largely from educational and social contexts outside the individual. Tventy-six references and appendixes listing sugestions for college faculty and the characteristics of learning disabled college students are attached. (RS)

ED 297 314

Wiggins, Janice Christine
The Impact of the Emotional Orientation of a
Passage on the Reading Comprehension of
Fourth Graders.
Pub Date—May 88

Note—53p.; Paper presented at the Annual Meeting of the International Reading Association
(33rd, Toronto, Ontario, Canada, May 1-6, 1988).
Project supported by a grant from the Florida Educational Research and Development Council,
Sanibel.
Pub Type—Reports—Research (142).

ucational Research and Development Council, Sanibel.
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MFBI/PC03 Plus Postage.
Descriptors—"Emotional Response, Grade 4, Intermediate Grades, "Reader Response, Reader Text Relationship, "Reading Comprehension, Recall (Paychology)
Identifiers—Emotions
A study investigated whether fourth graders recall different emotional orientation, whether there is a relationship between their emotional response to the passage and the amount of information recalled, and whether they recall different relationships when they read passages of different emotional contexts. Subjects, 75 fourth graders from urban, suburban, and rural Florida who read at grade level, read passages on the topics of families, pets, and classrooms.

The passage for each topic was written in three dif-ferent emotional orientations (positive, neutral, and The passage for each topic was written in three dif-ferent emotional orientations (positive, neutral, and negative). Transcripts of free recall and probe ques-tions were scored for the percentage of correct re-sponses. Results indicated that the emotional orientation of a passage has a stronger effect on the amount of information than on the kind of informa-tion recalled. (Seven tables of data are included; 24 references, the reading passages and the survey in-strument are strached.) (RS)

CS 009 274

strument are attached.) (RS)

ED 297 315

CS 009 274

McKeown, Marguret Gentile
The Acquisition of Word Meaning from Context by
Children of High and Low Ability, Outstanding
Dissertation Monograph 1985.
International Reading Association, Newark, Del.
Pub Date—Apr 86

Note—37p.; Doctoral Dissertation, University of
Pittaburgh. Small print and light type in this document may not reproduce well.
Pub Type—Reports - Research (143) — Dissertational Theses - Doctoral Dissertations (041)

EDRS Price - MF91/PCU2 Plus Postage.
Descriptors—Ability Grouping, Associative Learning, Classroom Research, "Context Clues, Grade
5, Intermediste Grades, Learning Problems,
"Learning Strategies, "Vocabulary Development,
"Vocabulary Skills
A study proposed a sequenced process for inferring word meaning from context in order to investigaite experimentally where, within the process,
differences between learners of varying skill occur,
and to discover the kinds of information students
need in order to acquire vocabulary most effectively, Six five-atep tasks, each designed around an
artificial word, were administered individually to 30

urban fifth graders, 15 with high vocabulary ability
and 15 with low. These tasks were at the level of
contexts typically encountered in school reacting,
thereby yielding a realistic picture of where difficuties in processing ordinarily occur. Scores obtained
from each step of the task each represented an aspect of the meaning acquisition process: selection of
constraints; use of two contexts to constrain
meaning choices; evaluation of a meaning choice
within constraints; use of two contexts to constrain
meaning ghoices; valuation of a meaning choice
within constraints; use of two contexts to constrain
meaning indicated that the low ability group misunderstato trefine word meaning; identification of word
meaning given contexts that contain direct meaning
clues; and discrimination between sentences that
use and those that misuse the newly learned words.
Findings indicated that the low abil

ED 297 316 CS 210 098 LD 27 346 CS 210 098
Longer, Judit A.
Writing to Study and Learn.
Stanford Univ., Calif. School of Education.
Spons Agency—National Inst. of Education (ED),
Washington, DC.
Pub Date—[46]
Grant—NIE-G-82-0027

Pub Date—[86]
Crant—NIE-G-82-0027
Note—589.
Pub Type— Reports - Research (143)
EDRS Prices - MF9L/PC03 Plus Postage.
Descriptors—"Content Area Reading, "Content Area Writing, High Schools, Information Processing, Learning Activities, "Learning Processes, "Reading Comprehension, Reading Research, Reading Writing Relationship, "Recall (Psychology), "Study Skills, Writing Research Identifiers—"Writing to Study
Two studies examined the effects of writing on subject learning. For the first study, 322 ninth and eleventh grade students read passages from high school social studies and science texts and engaged in six writing-to-study conditions. Students who wrote essays scored lower on immediate topic. Innowledge posttests, while the students who used study methods other than essay writing had the greatest gains on the immediate posttest, but also the greatest falling off at the 4-week posttest. When the scoond study focused on the relationship between what writers do during different writing tasks and recall. Ninth and eleventh graders (N = 110) read two passages from the first study and engaged in four writing-to-study tasks. Findings indicated that the writing conditions led to greater recall of con-

tent than the non-writing condition, and that the more the content was manipulated during writing, the better it was recalled. Together, both studies indicate that tasks such as question answering and notetaking involve a superficial manipulation of content and lead to extensive but short-lived learning, while the analytic writing tasks involve a greater depth of processing and lead to longer term learning of a smaller band of information. (Author/SRT)

ED 297 317 CS 210 292

ED 297 317

CS 210 292

Murray, Jack And Others

Word Processing in Elementary Schools: Seven
Case Studies, Education and Technology Series.
Ontario Dept. of Education, Toronto.
Report No.—ISBN-0-7729-2009-5
Pub Date—86
Contract—0708
Note—679.
Available from—Publications Sales, The Ontario
Institute for Studies in Education, 252 Bloor
Street West, Toronto, Ontario, Canada M58 1V6.
Pub Type—Information Analyses (070)
EDRS Pries - MP01/PCB3 Plus Postage.
Descriptors—Case Studies, Classroom Design,
"Classroom Environment, Classroom Purniture,
"Computer Assisted Instruction, Computer Software Reviews, Elementary Education, English
Curriculum, Ethnography, Instructional Effectiveness, Program Evaluation, "Teaching Methoda, "Word Processing, "Writing Instruction,
"Writing Laboratories, Writing Research
As a result of preliminary lobervations of word
processing in elementary level language the seven
case studies presented in this report reveal the effectiveness of current word processing (WP) activities
within their respective instructional contexts. Each
study is presented separately, detailing the classroom context, tasks and outcomes, program effectiveness, and results. Observations common to all of
the studies are discussed under the following categories: (1) common features, such as the limitations
reacted by the physical set-up of the labs and teachers' general satisfaction with the software; (2) younger
rersus older students, with younger students are
able to take advantage of more of the functions offered by word processing; (3) regular classrooms
versus labs, where computers in the regular classroom may create a physically congested environment and require a longer initial start-up time than
would a lab situation; and (4) special education, specifically how WP can benefit students in this setting.
Generally, the studies indicated that the type andfor degree of success students attain using WP is
governed by the context in which it is used. The
most important contextual variables iden

ED 297 318 CS 210 827

Ed. 291 310
Clifford, Geraldine Joncick

A Slayphosn Task: Historical Perspectives on the
Relationship between Writing and Reading Instruction. Technical Report No. 7.
California Univ., Berkeley. Center for the Study of Writing.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC. Report No.—CSW-TR-7 Pub Date—Sep 87

Note—Sip 87

Note—Sip.

Available from—Center for the Study of Writing,

School of Education, University of California,

Berkeley, CA 92720 (\$3.50, plus sales tax for California residents; make check payable to Regents

of U.C.).

of U.C.)

Pub Type—Reports - Research (143)

EDRS Price - MF91/PC03 Plus Postage.

Descriptors—Cultural Context, Curriculum Research, "Educational History, "Educational Practices, Educational Research, "Educational Theories, Educational Trends, Elementary Secondary Education, English Instruction, Higher Education, Holistic Approach, Integrated Curriculum, Language Arts, Literacy, Progressive Education, "Reading Instruction, "Reading Writing Relationship, Theory Practice Relationship, "Writing Instruction identifiers—"English Teachers, International Reading Association, National Council of Teachers of English

nglish used on the thesis that cycles of concern for an

integrated, holistic approach to English language instruction have periodically emerged in reaction to historical forces that are essentially fragmenting in their effects, this thematic report explores events in 20th-century American educational theory, research, and practice that deal with English language education. Two fundamental and enduring facts about English education in the schools which the report examines are the subordination of writing to reading and the other language skills and the separation of language skills from one another-particularly the isolation of reading from writing. Using perspectives drawn from American educational and social history, the report identifies five forces—the democratization of schooling, the professionalization of educators, technological change, the pragmatic character of American culture, and liberationist ideologies—and probes their analytically separable but interacting influences on English language education. Following a summary of the evidence of the easertions that writing has been dominated by reading in schools and that writing and reading have been separated for most of their histories, the report provides illustrations of the prevailing opinion that integration in language education is the proper approach, giving rise to cycles of reform aimed at such integration. It then gives an overview of the 19th entury emergence of English as an identifiable subject of the school curriculum, and addresses the ways in which the forces cited promoted both separation and integration of the teaching of writing and reading. (One hundred ninety-six footnotes are attached.) (NKA)

ED 297 319

CS 210 830

CS 210 830
Chafe, Wallace
Punctuation and the Procedy of Written Language.
Technical Report No. 11.
California Univ., Berkeley. Center for the Study of Writing.

Practitation as the Prosecy of Written Language.
Technical Report No. 11.
California Univ., Berkeley. Center for the Study of Writing.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—CSW-TR-11
Pub Date—Oct 87
Note—36p.
Available from—Center for the Study of Writing, School of Education, University of California, Berkeley, CA 92720 (83.00, plus sales tax for California residents; make check payable to Regents of U.C.).
Pub Type—Reports - Research (143)
EDRS Frice - MF01/PC02 Plus Postage.
Descriptors—Authors, Cognitive Processes, \*Intonation, Language Processing, 'Oral English, Oral Reading, Psycholinguistics, \*Punctuation, \*Reading, Psycholinguistics, \*Punctuation, \*Reading, Psycholinguistics, \*Punctuation, \*Reading, Psycholinguistics, \*Suprasegmentals, Writing Processes, Writing Research, \*Written Language
Identifiers—Author Reader Relationship, Reading Behavior, \*Reading Speaking Relationship Both writers and readers experience suditory imagery of intonations, accents, and hesitations in written language, and some aspects of this "written language prosody" are made partially over through punctuation. Two studies explored the relationship between written language prosody and punctuation. The first study asked them to repunctuation. The first study asked people to read aloud and the second study asked them to repunctuation. The study asked propie to read aloud and the second study asked them to repunctuate (insert punctuation marks in passages from which punctuation had been removed) written passages. Subjects for both studies were a group of college students and a group of adult education students. Analysis of the reading aloud task revealed that subjects who read aloud nearly always produced intonation units those length lay within the normal range for ordinary spoken language. Further, the degree to which their segmentations matched t

ED 297 320

CS 211 171

1987 Colorado Writing Assessment.
Colorado State Dept. of Education, Denver.
Pub Date—24 Aug 87
Note—269; For related document, see CS 211 172.
Photograph may not reproduce clearly.
Pub Type—Guides - Non-Classroom (055) — Reports - Research (143)
EDRS Price - MPD1/PC02 Plus Pestage.
Descriptors—Educational Assessment, Elementary Secondary Education, "Expository Writing, Grade 3, Grade 6, Grade 9, Grade 11, Instructional Effectiveness, Letters (Correspondence), Student Writing Models, "Writing Evaluation, Writing Research, Writing Skills
Identifiers—"Colorado, "Narrative Text, Writing Contexts

Identifiers—"Colorado, "Narrative Text, Writing Contexts
To evaluate the writing skills of Colorado students under the Educational Quality Act of 1985 (commonly known as the 2 + 2 project), a study administered writing tasks to a statewide sample of third, sixth, ninth, and eleventh grade students in the spring of 1987. A narrative or story-telling writing task was administered to 2,000 grade 3 students and 2,000 grade 6 students. An expository letter-writing task was administered to 2,000 grade 6 students, 2,000 grade 9 students and 2,000 grade 6 students. Papers were scored by two different scorers on a four-point primary trait scale using pre-defined criteria about how well the paper accomplished the writing task. Results revealed that most grade 3 and grade 6 students were able to write an acceptable story while most grade 9 and grade 11 students were able to write an acceptable story while most grade 9 and grade 11 students were able to write an acceptable story while most grade 9 and grade 11 students were able to write an acceptable story while most grade 9 and grade 11 students were able to write an acceptable story while most grade 9 and grade 15 students were able to write an acceptable story while most grade 9 and grade 15 students were able to write an acceptable story while most grade 9 and grade 15 students were able to write an acceptable letter to their principal shout a proposed change at school. (Attached information includes: (1) a picture used for the story-writing task; (2) sample student responses to the story-writing and letter-writing tasks from each grade level tested; (4) the letter-writing tasks from each grade level tested; (4) the letter-writing assignment sheet; and (5) four tables of data.) (MM)

ED 297 321

CS 211 211

bles of data.) (MM)

ED 297 321

Jeffers, Dennis W.
Service Journalism in the Association Magazine: A
Case Study of the "Angas Journal."

Pub Date—Jul 88

Note—26p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MP01/PC02 Plus Postage.

Descriptors—Case Studies, "Content Analysis, "Journalism, Media Research, "Periodicals, Professional Associations, "Reader Response Identifiers—Angus Journal, "Association Magazines, Journalism, Media Research, Magazine Subscribers, Reader Preferences, "Readership Analysis, Service Journalism Examining the role of service journalism in association magazines (magazines focusing on technical and educational information relating to specific practices of association members), a case study of the "Angus Journal" (a monthly magazine devoted to the beef breeding industry) investigated the problem of determining the amount of service content needed to involve readers, feature stories and personality profiles to add human interest, and association news to inform members about the organization. Based on focus group/personal interviews and concerns of the "Angus Journal" staff, a mail questionnaire was developed and distributed to a national sample of readers in the spring of 1987, with 513 readers responding, Results indicated that there was a definite hierarchy of reader preferences regarding magazine content. Service content, in the form of management information, had the highest reader preference and actual readership were not uniform, findings showed that if an association members was a heavy reader of one type of content, to enhere the development of the content types as well. (Five tables of data are included.) (MM)

ED 297 322

CS 211 335

Rosu, Anca Pragmatics and the Teaching of Writing. Pub Date—Mar 88 Note—10p.; Paper presented at the Annual Meet-ing of the Conference on College Composition and Communication (39th, St. Louis, MO, March 17-19, 1988).

Type— Speeches/Meeting Papers (150) — pinion Papers (120) — Reports - Descriptive

(141)
EDRS Price - MF01/PO01 Plus Postage.
Descriptors—Cultural Context, \*Cultural Differences, Higher Education, \*Language Usage, Pragmatics, \*Teacher Attitudes, \*Writing Difficulties, Writing Improvement, \*Writing Instruction Identifiers—\*Cross Cultural Teaching, Writing Atticked Proceedings of the Proceedings of

Writing improvement, writing instruction identifiers—"Cross Cultural Teaching, Writing Attitudes
Shirley Brice Heath's "Ways With Words," which deals with cultural differences and shows ways to formulate a translation of culture, can be used to formulate a pedagogy which alerts students to cultural differences and encourages students to cultural differences and encourages students to fit their own culturally inherited logical structures and personal styles into a rhetoric which also fulfills the requirements of academic exposition. According to H. P. Grice, there are two kinds of meaning: the semantic, abstract one, and the one intended by the speaker which must be recognized by the receiver of the message. Heath's research, carried out in two communities in the Carolinas, one black and one white, revealed: that an understanding of students' backgrounds can help them to be reached; and that a cultural heritage can be translated into the terms of a school's standards rather than being completely eradicated. At the college level, problems arise not only from the cultural differences of a heterogeneous student populace, but also from different conceptions of the function, the usage, and the beauty of language. When teachers of writing try to make students write correctly, the teacher may change a whole complex of beliefs, values and habits of mind, perhaps affecting profoundly the students' sense of identity. A better method might be to let the teacher be taught to a certain extent, to accept as much as to offer, to educate better writers by becoming a more receptive reader. (RAE)

ED 297 323 CS 211 378

ED 297 323

Salven, Michael B. Garrison, Bruce
What Is Newsworthy and What Is Not? A Comparison of U.S. and Latin American Gatekeepers.
Pub Date—May 88
Note—29p.; Paper presented at the Annual Meeting of the International Communication Association (38th, New Orleans, LA, May 29-June 2, 1988)

Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Comparative Analysis, Cross Cultural Studies, \*Editors, Foreign Countries, \*Freedom of Speech, Journalism, Mass Media Role, \*Press Opinion, Social Problems, World Affairs, \*World

Identifiers—\*Agenda Setting, Development Jour-nalism, \*Gatekeeper Role, Journalists, Latin America, Media Government Relationship, News

America, Media Government Relationship, News Values
Since gatekeepers have the ability to inform the public about international affairs, it is important to understand gatekeepers' news values and perceptions of the role of the press in society. A study hypothesized that these problems could be subsumed under two dimensions, freedom of the press and development. In a mail survey, subjects, 118 United States and 17 Latin American editors, evaluated the importance of a list of world press problems. Results showed (1) both the United States and Latin American editors believed that a press free of government pressure was important; (2) Latin American editors were more supportive of the developmental concept of the press than the United States editors; and (3) United States and Latin American editors showed no differences in their evaluations of news coverage of and by developing nations. Results suggest that despite the possibility that the two groups of editors would interpret the developmental concept differently, there was a surprising degree of agreement. (Two tables of data are included, and 66 references are appended.) (MS)

ED 297 324

ED 297 324

Robinson, Randal

Unlocking Shakespeare's Language: Help for the Teacher and Students. TRIP: Theory & Research into Practice Series.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-0-8141-5568-5

Report No.— Pub Date—89 htract—400-86-0045

Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (37.95 member, 59.95 nonmember).
Pub Type—Guides - Classroom - Teacher (052) — Guides - Classroom - Teacher (052) — Guides - Classroom - Learner (051) — Information Analyses - ERIC Information Analyses - Products (071)
EDRS Price - MFDL/PCM Plus Postage.
Descriptors—English Instruction, Grade 10, Higher Education, High Schools, \*Language Usage, Language Variation, \*Literature Appreciation, \*Seventeenth Century Literature, Teaching Methods, \*Writing Exercises
Identifiers—Elizabethan Drama, \*Shakespeare (William), Word Omission, Word Order
One of a series of practitioner oriented texts designed to clarify important educational issues and improve classroom practice. This book examines difficulties in teaching Shakespearean language at the high school and undergraduate levels and provides practical exercises for students. The book begins with an overview of previous theory and research related to the study of William Shakespeare's aremantic language, and pinpoints the most confusing language practices, based on diagnostic exercises with college students and high school sophomores. The book is then divided into three sections, and an introduction for teachers). The first section—'Shakespeare's Iroublesome Omissions, discusses how students can improve their understanding of syllable omissions, omissions of syllable parts, and word omission in the characters' speeches. Finally, the third section—"Words Not Quite Our Own"—presents groupings of 112 familiar words that appear with unexpected meanings, and four assignments which can be used in conjunction with the vocabulary materials. (MM)

ED 297 325

CS 211 383

lary materials. (MM)

ED 297 325

CS 211 383

Miranda, Patricia

Compulsory Licensing of Journalists: Protection or Restraint? A Discussion on the Inter-American Court of Human Rights, "Advisory Opinion on the Costa Rica Case.

Pub Date—May 87

Noto—35p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).

Pub Type—Information Analyses (070)—Speeches/Meeting Papers (150)—Reports - Evaluative (142)

EDRS Price - MF91./PCU2 Plus Postage.

Descriptors—Certification, Civil Liberties, Constitutional Law, "Court Litigation, Diffusion (Communication), Discriminatory Legislation, Freedom of Information, "Freedom of Speech, "International Law, "Journalism," Latin Americans, Legal Problems, Mass Media Effects, News Media, Professional Autonomy Identifiers—Costa Rica, First Amendment, Inter American Court of Human Rights, "Journalism Licensing, Legal Rights, "Press Law in 1985 the Inter-American Court of Human Rights used that a Costa Rican status requiring journalists to be licensed violates the American Convention on Human Rights and, by extension, all human rights conventions. Though press freedom advocates halled it as a major triumph for freedom of expression, the court's ruling was only advisory and has not stopped Costa Rica or other Latin American countries from maintaining such licensing laws. Debate over the licensing of journalists continues, however. The Inter-American Convention of Human Rights to repeal their licensing laws in light of the Inter-American Convention of Human Rights to repeal their licensing laws in light of the Inter-American Convention of Human Rights to repeal their licensing laws in light of the Inter-American Convention of Human Rights to repeal their licensing laws in light of the Inter-American Convention of Human Rights to repeal their licensing laws in light of the Inter-American Convention of Human Rights to repeal their licensing laws in light of the Inter-American Convention of Human Righ

ED 297 326 Greenwood, Claudia M. CS 211 384

Facture Which Influence Re-Entry Women in College Composition Classes. Pub Date—Mar 88 Note—13p.; Paper presented at the Annual Meet-ing of the Conference on College Composition and Communication (39th, St. Louis, MO, March

rouge presented at the Adminal Meeting of the Conference on College Composition and Communication (39th, St. Louis, MO, March 17-19, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF91/PC91 Plus Postage.

Descriptors—Adult Students, College Students, "Females, Freshman Composition, Higher Education, "Nontraditional Students, "Reentry Students, Womens Education, "Writing (Composition), Writing Improvement, "Writing (Composition), Writing Improvement, "Writing Processes, Writing Research Identifiers—"Writing Attitudes

A study examined the re-entry female student as a composite of the various roles she plays, and also traced the changes that occurred during her first semester in college, specifically in composition class. Internal and external factors, both positive and negative; the writing process itself; and the mode and focus of instruction during that period were examined. The data was gathered from a variety of sources: written and follow-up oral interviews of the subjects regarding their writing history (both experience and instruction); pre- and post-instruction writing attitude surveys; course and instructor evaluations; video-taped writing sessions and subsequent protocol sessions; portfolio protocol sessions at the close of the semester; and pre- and post-instruction surveys focusing on internal and external factors influencing the re-entry experience. Subjects were 12 students in the first semester of their re-entry experience at a public midwestern university, and the most salient factors which characteristics that teaching-learning situation were highlighted. Findings suggest that: re-entry students need the opportunity to develop writing abilities to their greatest individual potentials, recognizing in the process of development the profound relationship between writing and thinking, and thereby achieving the ability not only to better understand their world, but to act with greater confidence upon it. Pear of failure was very strong among this group of wome

CS 211 385

Barker, E. Ellen
The When, Where, How, and Why of Conferencing:
A Summary and Interpretation of a Teacher
Survey.
Pub Date—Mar 88

Survey.
Pub Date—Mar 88
Note—16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (39th, St. Louis, MO, March

and Communication (39th, St. Louis, MO, March 17-19, 1988).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143) — Opinion Papers (120) EDES Price - MF01/PC01 Plus Postage.

Descriptors—College Faculty, Higher Education, "Individual Instruction, "Teacher Attitudes, Teacher Behavior, "Teacher Effectiveness, "Teacher Student Relationship, Teaching Methods, "Writing Instruction Identifiers—English Teachers, Teacher Student Conferences, "Writing Conferences Some writing teachers believe that one-to-one conferencing with students in the classroom, used as a primary method of instruction on the theory that teaching less means learning more, gives students the time and personal attention they need to become competent writers. In order to ascertain current beliefs and practices of conferencing in the composition classroom, a study surveyed 100 full-time instructors of writing at 11 different colleges, examining: (1) stitudes teachers have regarding the effectiveness of their current approach in teaching writing; (2) student attentiveness; (3) stitudes to the writing conference; (4) amount of class or out-of-class time devoted to the conference; (5) the effectiveness of such a conference; (6) the resons instructors have for initiating such a conference; (7) favored locations for conducting a conference; and (8) the questions most frequently asked by instructors during a writing conference. In general, results indicated that while most teachers have conferences several times a term, almost none use it as a primary method of instruction. Reasons

for this include lack of time, uncertainty about hor to integrate conferences into their classrooms, an satisfaction with current methods used. (SR)

Aschauer, Mary Ann
Reinforcing Successive Gains: Collaborative Writing Faculty Projects.
Pub Date—Mar 88
Note—11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (39th, St. Louis, MO, March

17-19, 1988).

Pub Type – Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College English, "College Faculty,
"College Instruction, Cooperative Learning,
"Faculty Development, Higher Education," Per Counseling, Writing Instruction
Identifiers—"Collaborative Teaching, "Collaborative Writing, Peer Cosching, Teacher Collaboration

commers—Comborative Teaching, "Collaborative Writing, Peer Coaching, Teacher Collaborative Three collaborative writing faculty projects which were designed and put into effect at Santa Clara University are peer advising, composition seminars, and inter-active observation. Peer advising matched faculty members who had previously taught in the writing program on campus with instructors new to the program to serve as professional resources as well as social contacts. Composition seminars, intended to help the professional growth of writing instructors, were held monthly. These are joint presentations by colleagues who share a common interest in composition topics. The third project, a series of inter-active observations designed to enhance the performance of individual writing instructors, began by concentrating on areas the instructor wished to learn more about were also developed. Even though most writing instructors are aware that collaborative activities characterized by open-ended discussions yield greater conceptual understanding and enhance intellectual engagement, and use these tasks in their classrooms, they rarely afford themselves the same opportunity. Limited time, independent rather than interdependent faculty relations, and maintenance learning all limit ongoing collegial exchange. Collaborative projects encourage writing instructors to pool skills in order to solve problems and answer questions collectively. In fact, collaborative projects such as these, emphasizing self-determination and cooperation, can provide all writing instructors the opportunity to exchange ideas, to take a stance, and to locate themselves in the ongoing dialogue about writing, teaching, and learning. (Eleven references are attached.) (RAE)

Youm, Kyu Ho Salwen, Michael B. Press Freedom and Social and Economic Pro in the Far East: The Case of South Kores

is the Far East: The Case of South Korea.
Pub Date—Jul 88
Note—31p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070) — Historical Materials

(000) Price - MF01/PC02 Plus Postage.
Descriptors—"Censorship, Current Events, Foreign Countries, "Freedom of Speech, "Journalism History, "Mass Media Role, "News Media Identifiers—"Media Government Relationship, "South Korea

dennifiers—"Media Government Relationship,
"South Korea
In light of the political and economic transition
currently facing the Republic of Korea (ROK), this
sper investigates the history of press freedom in
that country, in connection with economic growth
and political history. The paper examines: (1) the
development of newspapers in South Korea; (2) the
role of the press in the early years of the republic;
(3) the legacy and impact of President Park Chung
Hee on the ROK's economic and social develop-ment; (4) the continuation of the dictatorship after
Park by President Chun Doo Hwan; and (5) the new
liberalization under President Roh Tae Woo. The
paper concludes that the Korean press (functioning
in a traditionally authoritarian society), in spite of
years of press censorship and government control
interspersed with brief periods of occasional liberalization, is not reluctant to be open and critical, and
is willing to tackle taboo subjects. Eighty-three references conclude the paper. (SR)

ED 297 330

CS 211 389

Kirsch, Irwin S. And Others
Reading Newspapers: The Practices of America's
Young Adults. A Summary.
Education Writers Association, Washington, DC.
Pub Date—88
Note—20p.; Condensed version of a report presented at the Meeting of the Literacy Committee
of the American Society of Newspaper Editors
(Washington, DC, April 14, 1988).
Available from—Education Writers Association,
1001 Connecticut Ave., N.W., Suite 310, Washington, DC 20036 (first copy free; \$3.50, after first
copy; \$10.00 for three).

ington, DC 20036 (first copy free; \$3.50, after first copy; \$10.00 for three).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—Educational Trends, \*Literacy, Mass Media Role, \*Mass Media Use, Media Reserving Newspapers, \*Reading Habits, Reading Materials, Reading Material Selection, Television, \*Young Adults
Identifiers—National Assessment of Educational Progress.

Identifiers—National Assessment of Educational Progress
Using the data base provided by the National Assessment of Educational Progress (NAEP) through its literacy sasessment of young adults, researchers probed the newspaper reading practices of 21-25 year olds. The 1985 surey used home interviews of 3,600 young adults in the 48 contiguous states, representative of the 21 million adults in this age bracket. The study examined the relationship of educational attainment to newspaper readership habits and the use of three primary communications media-television, books, and magazines; what young adults read; and how newspaper readership relates to the use of other media. Findings showed that (1) the level of education obtained by young adults was strongly related to how often they read newspapers; (2) daily readership was highest among males at 49%, companed to 41% for females; (3) the Northeast was the region with the highest daily readership in the country (54%); (4) more than 80% of young adults read news; (5) the highest percentage (85.8%) read content in the area of comics, television/movie listings, and classifieds; (6) young adults who reported reading news had a higher average reading proficiency than did those not reading news; and (7) neither television nor other print material compete, those who did not read news were more inclined to be heavy television watchers. (Three tables of data and four figures are included.) (MS)

ED 297 331 CS 211 391

ED 297 352
Huber, Carole
Hugh Blair and the Female Pen.
Pub Date—Mar 88
Note—20p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (39th, St. Louis, MO, March

Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120) — Reports - Evaluative

(142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Authors, "Discourse Analysis, "Females, Feminism, Language, Males, "Rhetoric, "Rhetorical Criticism, Socialization, Writing In-

\*Rhetorical Criticism, Socialization, writing in-struction
dentifiers—\*Blair (Hugh), Composition Theory, Eighteenth Century, Feminist Scholarship, His-torical Background, Male Female Relationship, Marginality, \*Patriarchal Societies, Writing Strat-

To show how Hugh Blair's treatise on rhetoric helped shape the patriarchal context in which women write and to suggest some considerations for modern teachers of writing, it will be useful to look women write and to suggest some considerations for modern teachers of writing, it will be useful to look at the ways 18th-century belletristic rhetoric responded to the disruption occasioned by women's entry into public discourse. Blair's work, the most entry into public discourse. Blair's work, the most textbook of young ladies in female academies. His rhetoric is belletristic rhetoric because it takes criticism as well as oratory as its subject. Women in Blair's time, and subsequent times, have had to deal with the masculinist standards set in place by belletristic critical theory and the patriarchal culture to which it spoke. Blair's theory of language is no less oppressive than his imperialistic attitudes toward discourse. However, Blair or his contemporaries cannot be faulted for their presumptions about discourse or language when the epistemology of the course or language when the epistemology of the opportunity to acknowledge the multiplicity of REE JAN 1980 discourse and to valorize private forms of discourse, neglected since Blaur's time. This would help heal a long-established false dichotomy and liberate both the oppressor and the oppressed from the prison of authoritarian patriarchal discourse. (Twelve notes are included, and 25 references are appended.) (MS)

CS 211 392

CS 211 35
Chase, Nancy D. And Others
Psychological Type as a Guide to Understanding
Basic Writers' Responses to Literature. College
Reading and Learning Assistance Technical Report 88-01.
Geograpic States

Basic Writers' Responses to Literature. College Reading and Learning Assistance Technical Report 89-01.

Georgia State Univ., Atlanta.
Pub Date—May 88

Note—22p.
Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Curriculum Development, "English Curriculum, Higher Education, High Risk Students, Personality Measures, "Psychological Characteristics," Reader Response, Reading Research, Writing Evaluation, "Writing Improvement, Writing Evaluation, "Writing Improvement, Writing Evaluation, "Writing Improvement, Writing Research Identifiers—"Basic Writers, "Response to Literature, Text Pactors, Writing Achievement
A study examined basic writers' written responses to literature and looked for the effects of practice and personality on the development of these students' responses. Subjects, 24 students enrolled in a 4-week summer enrichment program for high risk students at a large Southeastern university. Students were asked to read and respond in writing about their "thoughts and reactions" to Langston Hughes' short story "Tain't So." The students were also administered the Myers-Briggs Type Indicator (MBT1). Throughout the four-week duration of the program, the students were asked to read a series of short stories, to discuss them, to write responses to them and to share these written responses with fellow students. At the end of the program, students were classified according to Purves' Response Preference Measure (developed in 1968) and analyzed for degree of focus. The Wilcoxin Matched Pairs Sign Test was used to analyze pre- and post-written responses to text in this study supported the assumption that a response-oriented curriculum can effect change in students' reading and writing, suggesting that personality preference theory may offer an essential foundation for developing a curriculum that allows for the validation of individual differences within the context of shared language communities. ("welve references are attached.) (RAE)

ED 297 333 CS 211 393

Puccio, Paul M.
Graduate Instructor Representation in Writing
Programs: Building Communities through Peer

Support.
Pub Date—Mar 88
Note—12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (39th, St. Louis, MO, March 17-19, 1988).

and Communication (39th, St. Louis, MO, March 17-19, 1988).
Pub Type — Speeches/Meeting Papers (150) — Reports - Evaluative (142)
EIBS Pice - MF61/PC01 Plus Pestage.
Descriptors—Graduate Students, Higher Education, "Instructional Effectiveness, Learning Strategies, Peer Relationship, "Peer Teaching, "Teacher Education, Teacher Education, Teacher Education, Teacher Workshops, Teaching Assistants, "Training Methods, "Writing Instruction, Writing Research A survey of 50 college writing programs to ascertain what kind of training is being offered to student teachers revealed the significance of peer support and involvement and raised the following questions:
(1) Can peers offer advice and support which is different from that offered by faculty and administrators? (2) Do graduate student teachers bring to their teaching a perspective which is different from that offered by faculty and administrators? (2) Do graduate student teachers view their political position and their role as teachers if there were such a community of support? Although traditional modes of training such as preservice orientations and class visits by faculty are helpful, the addition of peer support in the form of class visits by peers, peer mentors, and peer involvement in writing program decisions could help immeasurably in RIE JAN 1999

creating communities where graduate students know that their work is creative, important, and rewarding. Peer involvement in training programs can provide a valuable and meaningful addition to an already successful program. (MHC)

ED 297 334 CS 211 394

Dyson, Anne Haas
Negotiating among Multiple Worlds: The Space/Time Dimensions of Young Children's Composing, Technical Report No. 15.
California Univ., Berkeley. Center for the Study of
Writing.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC. Pub Date—May 88

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—May 88
Note—40p.
Pub Type— Reports - Research (143) — Guides - Clasaroom - Teacher (052)
EDRS Price - MF01/F002 Plus Postage.
Descriptors—\*Child Development, Classroom Research, Cognitive Development, Frimary Education, Student Writing Models, "Writing (Composition), "Writing Processes, Writing Research Identifiers—\*Childrens Writing, "Expressive Writing, Narrative Text, Writing Development The major developmental challenge for children is not simply to create a unified text world but to move among multiple worlds, carrying out multiple roles and coordinating multiple space / time structures. A study observed eight primary-grade students over a 2-year period and focused on the interrelationships between children's creation of written text worlds and their use of or response to forces outside those worlds but within the situation context of the classroom. The children, from a language arts class, were first observed and then descriptive data, audiotapes of the children's text worlds were, as a group, gradually less governed by drawing and any accompanying talk: the group moved from a tendency to observed children's text worlds were, as a group, gradually less governed by drawing and any accompanying talk: the group moved from a tendency to comment on pictures, to a tendency to observe scenes, and finally to act within dynamic worlds; and (2) their composing behaviors suggested that their use of writing became progressively more involved with their ongoing accial and their wider experienced worlds: the children specifically shared and discussed their written messages and the relationship of those messages to the wider world rather than only to their pictures. (Five tables of data and 17 writing examples are included, and 52 references are appended.) (MS)

ED 297 335 CS 211 395

are appended.) (MS)

ED 297 335

LaPaglia, Nancy
The Missing Majority, Part II: The Community
College in American Fletion.
Pub Date—Mar 88
Note—10p.; Paper presented at the Annual Meeting of the Popular Culture Association (18th, New Orleans, LA, March 23-26, 1988). Some pages contain light print which may not reproduce well.
For related document, see ED 276 464.
Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Community Colleges, Elitism, "Fiction, Institutional Characteristics, Literature Appreciation, Reputation, "School Attitudes, School Demography, "Social Bias, Social Status, Two Year Colleges, Two Year College Students Identifiers—Faculty Status, Literary Settings More than one-half of all college students in the United States and nearly half of all college faculty attend or work at two-year colleges, yet references to them in American fiction are few and far between and usually derogatory. Lamples used in an earlier paper on this topic are Bobbie Ann Mason's "Shiloh," Susan Fromberg Schaeffer's "Falling," Joyce Carol Oates's "Them," Gloria Naylor's "The Women of Brewster Place," and T. Glen Coughlin's "The Hero of New York." In all of these works the community college suddent or teacher is either bored or depressed or, in one case, chooses to attend a community college suddent or teacher is either bored or depressed or, in one case, chooses to attend a community college specifically because it lacks status. Some positive characterizations have appeared recently: a CBS television movie "Nobody's Challe"; Lynn Siefert's play "Little Egypt"; and the novels "Oral History" by Lee Smith, "Mismi Blues" by Charles Wileford, and "Raney" by Claude Edgerton. But negative depictions continue, Lorriem Rockawsy" being recent examples. Reasons for the

near invisibility of two-year college persons in American popular culture are the relative newness of two-year colleges, their lack of glamor due to the low economic status of their membership, and intel-lectual snobbery toward institutions which must ac-cept every applicant. (A 13-item bibliography is attached.) (MHC)

ED 297 336

CS 211 396

Langer, Judith A. Applebee, Arthur N.

Speaking of Knowing: Conceptions of Learning in Academic Subjects. Academic Learning in High School Subjects. Final Report.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Jul 88

Grant—G00810967

Note—1478

Pub Institute (143) — Information Analyses (070) — Tests/Questionnaires

rub Type—Reports - Research (143) — Information Analyses (070) — Tests/Questionnaires
(160)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—"Academic Education, Biology,
Higher Education, High Schools, "Intellectual
Disciplines, "Learning, Learning Activities,
Scholarly Journals, "Teacher Attitudes, United
States History, United States Literature
Identifiers—Academic Language, Knowability,
Knowledge
If teachers are to help students develop higher-order reading, thinking, and writing aklils, then
researchers must begin by articulating the ways of
knowing that are central to particular domains. A
study was elaborated to provide initial information
about the ways in which people talk about "knowing" in academic subjects as they appear in the
scholarly literature, in the pedagogical literature,
and in teachers' understandings of what counts as
knowing in their classrooms. The first part of the
study is an extensive literature review. In the second
part of the study, subjects, 48 biology, American
history, and American literature high school and
college teachers, completed background questionnaires and two hour-long interviews. The interviews
focused on the teachers' general conceptions of
teaching and learning and the goals of instruction in
a unit of study from a current course in their discipline. Results indicated that the teachers favored a
relatively traditional approach to instruction, with
lectures and teacher-leed discussion playing the
dominant role, and with student centered activities
appearing less frequently. These results parallel
other research in suggesting that classroom emphasis tends to be on specific content at the expense of
the rules of argument and evidence unique to each
discipline. (Twenty-one tables of data ser included,
and 256 references and an appendix of interview
schedules and questionnaires are attached. (MS)

ED 27 337

CS 211 397

CS 211 397 ED 297 337 Gaudino, James L.
A Predictive Framework for Determining How
Journalists Determine News.
Pub Date—Jul 88

Pub Date—Jul 88
Note—46p; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (79th, Portland, OR, July 2-5, 1938).
Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070) — Reports - Evaluative

(142)

formation Analyses (070) — Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—"Current Events, "Journalism, Mass Media Role, Models, "News Reporting, "News Writing, Public Opinion Identifiers—Gatekeeper Role, "Journalists, News Topics, News Values
To determine how to articulate a concrete definition of the substance of the journalist's occupation, this paper offers a propositional framework of news value based on Kurt Lewin's gatekeeper model. First, the paper follows the established suggestion that news decisions are best studied from a gatekeeping perspective or that "news is whatever journalists say it is." After a discussion of the importance of news decisions and a review of three major types of theoretical models for defining news, an attempt is made to define news in terms of a series of propositional statements and to take a broad look at influences on news judgments. Based on the three models and previous atheoretical research findings, the paper proposes three main dimensions of news value to influence the news decisions made by journalists. These include professional factors, organizational factors, and personal factors. The paper suggests that the framework of

propositions describing news judgments center around two constructs: importance and interest. The paper adds that the propositional framework offered, while short of a theory, does suggest an incorporation of other perspectives and disciplines into the study of news decisions. By relating news decisions to the dimensions of interest and importance, the question becomes how the journalists definitions. (One hundred and nineteen references are appended.) (MS)

ED 297 338 CS 211 398

Golub, Jeff And Others
Focus on Collaborative Learning, Classroom Practices in Teaching English, 1988.
National Council of Teachers of English, Urbana,

National Council of Teachers of English, Urbana, III.

Report No.—ISBN-0-8141-1753-8

Pub Date—88

Note—1629.

Available from—National Council of Teachers of English (NCTE), 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 17538-015, \$7.50 member, 39.95 nonmember).

Pub Type—Books (010) — Guides - Classroom - Teacher (052)

EDRS Price - MP01/PC07 Plus Postage.

Descriptors—Class Activities, Class Organization, "Cooperative Learning, Elementary Secondary Education, "English Instruction, Group Activities, "Grouping (Instructional Purposes), Instructional Innovation, "Language Arts, Playwriting, Revision (Written Composition), "Writing Instructions of Composition (Writing Instructional Purposes), Instructional Identifiers—Collaborative Learning, Oral Reports Written by English teachers considered successful Written by English teachers considered successful

tional Innovation, "Language Arts, Playwriting, Revision (Written Composition), "Writing Instruction Identifiers—"Collaborative Learning, Oral Reports Written by English teachers considered successful in directing collaborative learning, this collection of ceasys focuses on the effective use of collaborative learning in the English language arts classroom. The essays and their authors are, as follows: (1) "None of Us is as Smart as All of Us" (Dana Herreman); (2) "Collaborative Learning and Other Disasters" (Richard Whitworth); (3) "Interactive Learning in the Composition Classroom" (Caryl Klein Sills); (4) "The Fower of Collaboration" (Carol Gilles and Marc VanDover); (3) "Fine Coth, Cut Carefully: Cooperative Learning in British Columbia" (Tom Morton); (6) "A Writing Teacher's Guide to Processing Small-Group Work" (E. Kathleen Booher); (7) "Cooperative Learning in British Columbia" (Tom Morton); (6) "A Writing Teacher's Guide to Processing Small-Group Work" (E. Kathleen Booher); (7) "Cooperative Learning in Freshnan Composition" (Barbara Schoen); (9) "Talking about Books: Readers Need Readers" (Adde Fiderer); (10) "Group Presentations of Poetry" (Muriel Ridland); (11) "Getting Out of the Writing Vacuum" (Mary K. Simpson-Esper); (14) "Building Effective Student Writing Groups" (Ifferentiary and Secondary Writing Partners' (Kirsten Barfod Levinsohn and John Kendall); (19) "A Lesson in Retotic: Writing and Performing TV Commercials" (G. Douglas Meyers); (20) "The Sound of Music: A Harmonious Meeting of Minds" (Virginia McCormick); (21) "Six Sides to Learning" (S. Phyllis M. Taufen); (22) "Literature across the Curiculum: The "Twenty-One Balloons" in the Sixth-Grade Classroom" (Donald R. Bear and Deborah Lohman); and (23) "Scriptwriting in Small Groups" (Carrie Coa). (MM)

ED 297 339

Eins. Horry

Materials for Calidren about Nuclear War.

Pub Date—Mar Sanchard

Note—15p.; Paper presented at the Annual Meeting of the Popular Culture Association (18th, New Orleans, LA, March 23-26, 1988).

Pub Type—Speeches/Meeting Papers (150) — Guides - Non-Classroom (055)

EDBS Price - MF01/PC01 Plus Pustage.

Descriptors—Adolescent Literature, Allegory, "Childrens Literature," Death, Elementary Secondary Education, Foreign Countries, "Nuclear Warfare, "Picture Books, "Reading Materials President Reagan's Fiscal Year 1987 budget was an attempt to increase dramatically spending on national defense, on nuclear weapons, while cutting back on social programs. The increases for almost

all nuclear weapons indicate the Administration of the United States saw its major responsibility as one of providing a strong military, one centered on the development and deployment of nuclear weapons. Children today must live with the knowledge that at any instant the entire human race might be annihilated. Authors have been including this topic among the subjects dealt with in children's literature, such as Dr. Seus's "The Butter Battle Book." Other picture books that can be read as allegories of the current arms race are "Drummer Hoff" by Barbara and Ed Emberley, Louis Armstrong's "How to Turn War into Peace," and Toshi Maruki's "Hiroshima's Flash." Judy Blume's book, "Tiger Eyes," offers a subtle statement on the frightening reality of the arms race and the delicate balance between world peace and world obliteration. Older children will find John Hersey's "Hiroshima" and Masuji Ibuse's "Black Rain," which recount the actual bombing of Hiroshima and its after effects, presenting blunt and detailed descriptions. There are also a number of books available which are intended to help parents introduce to their children and explore with them the realities of nuclear war-books which expose children to these realities without plunging them into a state of despair, but rather show them positive activities to help prevent the negative possibilities. (MS)

ED 297 340 CS 211 400
Popken, Randall L.
Language-for-Special-Purposes Theory and Basic
Writing.
Pub Date—Mar 88
Note—23p; Paper presented at the Annual Meeting of the Conference on College Composition
and Communication (39th, St. Louis, MO, March
17-19, 1988).

Pub Type— Speeches/Meeting Papers (150) — Information Analyses (070) — Opinion Papers

formation Analyses (070) — Opinion Papers (120)

(120)

EDRS Price - MF01/PC01 Plus Pestage.
Descriptors—Context Clues, Educational Theories, English (Second Language), Higher Education, \*Languages for Special Purposes, \*Needs Assessment, \*Student Needs, Writing (Composition), \*Writing Skills Identifiers—Academic Discourse Communities, Academic Language, Basic Writers, \*Basic Writing, \*Writing Contexts
English as a Second Language (ESL) has influenced basic writing (BW) in a number of vays over the years, and this paper notes that there is a growing swareness of the similarities between the learning situations of ESL students and basic writers. The paper proposes that Language-for-Special-Purposes (LSP), an international movement derived from so-collinguistic principles, serve as a theoretical framework for BW. The paper explores three main LSP principles, applying each to BW theory and pedagogy; (1) needs assessment; (2) context research; and (3) authentic course material. The paper then argues that basic writers need to be taught the rules and rituals of college life and that the writing classroom should become a proving ground for academic writing tasks rather than a place where students do grammar exercises isolated from context and write paragraphs on artificial topics. Three notes and 61 sources are artificial topics. Three notes and 61 sources are artificial topics.

ED 297 341 CS 211 401

ED 297 341
Colomb, Gregory G.
Where Should Students Start Writing in the Disciplines?
Pub Date—Mar 88
Note—15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (39th, St. Louis, MO, March 17-19, 1988).

and communication (37th, ot. 2018, mv.) march 17-19, 1988).

Pub Type— Speeches/Meeting Papers (150) — Opision Papers (120)

EDRS Price - MF01/FC01 Plus Postage.

Descriptors—Cues. "Freshman Composition, Higher Education, "Interdisciplinary Approach, "Writing Across the Curriculum, Writing Evaluation, "Writing Frocesses Identifiers—"Academic Discourse Communities, Academic Language, "Writing Contexts A mistake is made when writing is taught as though what students learn in one discipline (usually English) can simply be carried forward unchanged to any number of different writing situations and tasks, and when linear metaphors are used to describe the processes of learning such a "basic skill" as writing. The slogan of every writing across the curriculum program should be that gram-

mar changes from discipline to discipline. These variations occur at every level of text structure, from syntax through global discourse structure, and they occur in ways that are miscellaneous and unpredictable. The dominant grammatical feature of student-produced texts is that these texts make points, but where and how points can be made, and even what counts as a point worth making, changes from discipline to discipline. The metaphors that are commonly used to describe learning are linear and based on natural development and growth. Better metaphors are ones involving an "outsider" trying to get into an "interpretive" community. If new students are thought of as novices and if the goal of writing instruction is to make them socialized members of a community of knowers, learners, and teacher, then a better understanding can be had of teaching the social activity that is called writing. If writing is best learned in the disciplines, then may be it is there that all writing teachers ought to be. (Eleven references are attached.) (RS)

ED 297 342

CS 211 402

(Eleven references are attached.) (RS)

ED 297 342

CS 211 402

Neff. Bonits Dostal

Beyond Theory: Improving Public Relations Writing through Computer Technology.

Pub Date—Apr 88

Note—23p.; Paper presented at the Annual Meeting of the Central States Speech Association (Schaumburg, IL, April 14-16, 1988).

Pub Type—Speeches/Meeting Papers (150)—Guides—Classroom—Teacher (052)—Opinion Papers (120)

EDRS Price - MPUI/PC01 Plus Postage.

Descriptors—\*Computer Assisted Instruction, "Public Relations, Teaching Methods, "Word Processing, Writing Processes—Computer technology (primarily word processing) enables the student of public relations writing computer use in public relations courses at Purdue University Calumet (Indiana) is designed around four objectives: (1) to make the computer disappear as a machine; (2) to view the computer as an anagement tool to support, enhance, and improve writing; and (4) to enhance creativity in the classroom. Writing assignments given in class are completed in open computing laboratories staffed with professional consultants. Student evaluations have been very positive, and agencies and corporations report that students who have taken the course produce highly professional work and have been hired on the basis of their unique computer experience. The emphasis agoud be on using the computer as a tool rather thin learning computer programming. (Thirteen references are strached.) (RS)

ED 297 343 CS 211 403

Rankin, D. S. ccessing the Paragraph: A Strategy for Teaching Children To Read and To Write.

Pub Date—88 Note—16p.

Pub Date—88
Note—169.
Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF0I/PC0I Pius Postage.
Descriptors—Coherence, Cohesion (Written Composition, Elementary Education, "Paragraphs, Reading Instruction, "Reading Writing Relationship, Student Writing Models, "Teaching Methods, Writing Instruction Identifiers—Topic Sentences
A hands-on strategy for children to use in determining how sentences and paragraphs work is based on the easily understood notion of topic placement in sentences, with reference to the less easily definable terms of coherence and cohesion. Children can learn that the topic is expected at the beginning of the sentence (followed by a comment) and can apply this rule as a strategy for determining meaning in individual sentences. A 1985 study that compared sample paragraphs from four different groups of writers revealed certain similarities, such as the average word length of the paragraphs; the total number of sentences in the paragraphs; the total number of sentences in the total number of words; and within this proportion of chesive ties to the total number of words; and within this proportion of ties, the abundance of lexical ties to the total number of words and the absence of conjunctive ties. These trends may suggest that basic relationships between sentences are acquired early in life. (RS)

CS 211 404 Olson, Gary A. Directing Fresi Control? Moxley, Joseph M. shman English: Who Really Has

Control? Pub Date—Mar 88 Note—26p.; Paper presented at the Annual Meet-ing of the Conference on College Composition and Communication (39th, St. Louis, MO, March

17-19, 1988).
Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143) — Tests/Questionnaires

17-19, 1988).
Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Administrator Attitudes, "Administrator Cole, College English, "Department Heads, English Departments, "Preshman Composition, Higher Education, "Program Administration Identifiers—Administrator Effectiveness To determine how English department chairmen perceive the role of the freshman English director, a study surveyed English department chairmen from 250 randomly selected medium/small to large universities nationwide, representing every state (with a 54% response rate). The questionnaire solicited data about the tasks and responsibilities of directing a freshman English program. Respondents rated 21 items on a four-point scale from "sesential" to "not important," in addition to answering open-ended questions concerning qualities necessary for a program director. Results indicated the, collectively, chairs felt strongest about six key aspects of directing a freshman English program. The director should (1) remain accessible throughout the semester; (2) communicate regularly with the director should (1) remain accessible throughout the semester; (2) communicate regularly with the director should (1) remain accessible throughout the semester; (2) communicate regularly with the chair; (3) possess strong communication skills; (4) remain current with developments in the discipline; (5) train inexperienced staff; and (6) monitor the quality of the staff's teaching, Results revealed that chairs valued general administrative abilities over substantive policy-making or direct administrative control of the program, and many of the prose remarks indicated that the chairs perceived a major responsibility of the writing program administration to be one of good public relations. Additional qualities noted, which were not listed on the questionnaire, included interpersonal skills and various personality traits, such as patience, common sense, and a sense of humor. (A sa

ED 297 345 CS 211 405 Ideas Plus: A Collection of Practical Teaching Ideas Book Six.

National Council of Teachers of English, Urbana,

Mesas. Book Six.

National Council of Teachers of English, Urbana, III.

Report No.—ISBN-0-8141-2252-3

Pub Date—88

Note—65p.; For Books One, Two, Three, Four, and Five, see ED 239 301, ED 251 860, ED 263 561, ED 272 889, and ED 284 292, respectively.

Pub Type—Guides—Classroom—Teacher (052)

EDRS Price—MPDI-PC03 Plus Postage.

Descriptors—Class Activities, Creative Writing, Educational Games, Elementary Secondary Education, "English Instruction, Language Arts, "Language Usage," Learning Activities, "Literature Appreciation, Postsecondary Education, Speech Stills, Student Motivation, Teaching Methods, Writing Exercises, Writing Improvement, "Writing Instruction, Writing Processes—Contributed by English teachers across the United States, the activities contained in this booklet are intended to promote the effective teaching of English and the language arts. Teaching strategies offered in the first section of the booklet are designed to stimulate language exploration with such activities as designing and carrying out independent research, using reading logs as motivators, passing and diresture. Activities in the second section are designed to stimulate an appreciation and understanding of literature. Specific activities in his section can be used to help students understand the distinction between plot and theme, focus their responses to a reading, link their own experiences to those of a protagonist, write poems in the voice of a particular character, understand and write character sketches, learn about Greek myths and monsters, and plan and carry out classroom protests. Activities in the hird section, intended to help students improve the conception and clarity of their prose through prewriting and writing, include stu-REE JAN 1989

dent self-evaluation and goal-setting, describing fa-vorite assignments in a letter to parents, writing abous world events that have touched their lives, and keeping track of multiple plot lines as they write their own interactive books. (SR)

ED 297 346 CS 211 40
Maxley, Joseph M. Olson, Gary A.
The Role of the Modern English Department CS 211 406

Chair. Pub Date—Mar 88

Note—22p.; Paper presented at the Annual Meet-ing of the Conference on College Composition and Communication (39th, St. Louis, MO, March 17-19, 1988).

Type—Reports - Research (143) — Speeches/-feeting Papers (150) — Tests/Questionnaires

Meeting Papers (150) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Pestage.
Descriptors—"Academic Deans, Administrator Attitudes, "Administrator Characteristics, Administrator Effectiveness, "Administrator Role, College Administrator, "Department Heads, "English Departments, Higher Education, Questionnaires, "acher Administrator Relationship To determine. how deans as a group perceive the role of the English department chair, a study surveyed the deans of Arts and Sciences of 350 randomly selected universities with enrollments over 10,000 students (with a 51% response rate). The questionnaire solicited data about the tasks and qualities of chairmanship, referring both to specific activities of the chair, such as managing the department budget, and general leadership activities, such as delegating responsibility. Results indicated that deans felt strongest about five key aspects of chairmanship: (1) managing departmental badgets; (2) possessing strong communication skills; (3) encouraging faculty development; (4) communicating regularly with the dean; and (3) rewarding/applauding faculty achievement. In the category of managerial activities, a majority of deans emphasized the importance of the chairman's ability to make independent decisions, and maintain an open information policy. Program development was not a highly rated responsibility. Qualities listed frequently which were not on the questionnaire included honesty, interpersonal skills, problem-solving akilities, and a sense of humor. (A sample questionnaire is included.) (MM)

ED 297 347 CS 211 407

Eddy, Gary
A Poet Teaches Composition.
Pub Date—Mar 88
Note—13p; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (39th, St. Louis, MO, March 17-19, 1988).

and Communication (39th, St. Louis, MO, March 17-19, 1988).
Pub Type— Speeches/Meeting Papers (150) —
Guides - Clasaroom - Teacher (052)
EDRS Price - MF61/PO19 Plus Postage.
Descriptors—"Critical Thinking, "Educational Philosophy, Higher Education, "Writing (Composition), "Writing Improvement, "Writing Identifiers—"Freire (Paulo)
It is difficult to teach a writing course that attempts to accomplish what great poetry accomplishes: the transformation of reality through language. The application of the principles of critical literacy, as outlined by Paulo Freire, may provide some assistance. In this course learners are asked to address problems in their environment and correct them through audience-intensive, purposed ul writing assignments. Problems encountered in teaching such a course to First World learners have in imagining oppression and seeing it in their own surroundings; (2) self-development as a component of self-empowerment; and (3) the principles of turning the classroom over to the learners themselves. Writers and teachers must come to view their work as an act of soul, a meeting of the inner and outer psychological worlds. In this way teaching and writing are both political acts and acts of psychic growth. (RAE)

ED 297 348 CS 211 40

Borchardt, Donald A.

Knowledge Versus Knowing: The Facts and the Process of Teaching Thinking Skills.

Pub Date—Oct 87 CS 211 408

lote—12p.; Paper presented at the Annual Meeting of the International Society for Exploring Teaching Alternatives (Fort Coilins, CO, Octobe

S-10, 1987).

Pub Type—Guides - Classroom - Teacher (052) —
Speeches / Meeting Papers (150)

EDRS Price - MPDU/POB Phe Postage.
Descriptors—"Content Area Writing, Course Evaluation, "Critical Thinking, Higher Education, Learning Strategies, Student Participation, Teaching Methods, "Writing Exercises Identifiers—Critical Analysis, Thinking Skills Domain-specific knowledge can be processed so that analytical/critical thinking in verbal and written discourse is encouraged in the classroom by using a guided design strategy intended to solve open-ended problems. Each of the four operations in the strategy (state the goal, generate ideas, prepare a pian, and take action) make use of the thinking modes of analysis, synthesis, and evaluation. The strategy can be useful in integrating thinking modes to a format for critical analysis of the content of the course. Two critique forms were devised to enhance student participation in verbal and written exchanges between students and peer groups in an introductory course at Rutgers entitled Development and Criticism of Broadcasting. The forms were adapted from two similar strategies developed earlier. The critique forms provide students with a means of "knowing." The facts and the process are used together to develop skills in thinking. (Two figures are included.) (RS)

ED 297 349

ED 297 349

CS 211 4

Rationale and Content for English-Language Arts
Survey of Academic Skills: Grade 12. Preliminary Edition.
California State Dept. of Education, Sacrament CS 211 409

nary Edition.
California State Dept. of Education, Sacramento.
Report No.—ISBN-0-8011-0714-8
Pub Date—87
Note—49.
Available from—Publications Sales, Californi

Note—49p.

Available from—Publications Sales, California State Dept. of Education, P.O. Box 271, Sacramento, CA 95802-0271 (\$1.50, plus sales tax for California residents).

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MP01 Plus Postage. PC Not Available from EDRS.

Descriptors—Content Area Reading, \*Editing, Educational Assessment, Evaluation Methods, Grade 12, High Schools, Language Arts, Reading Comprehension, \*Reading Tests, \*Student Evaluation

Grade 12, High Schoos, Language Arts, Reading Comprehension, "Reading Tests, "Student Evaluation Identifiers—California Assessment Program As a preliminary version of the rationale and content for the English-language arts portion of the "Survey of Academic Skills: Grade 12," this booklet describes elements of the new reading and editing tests to be used to complement a direct writing assessment in this part of the 1987-88 California Assessment Program (CAP). After a brief introduction outlining the CAP (including the "English-Language Arts Framework" and the "Model Curriculum Standards, Grades Nine through Twelve" developed by the California State Department of Education), the booklet describes the reading and editing tests in detail, noting special features of each test. Three illustrative reading and editing test forms—overing the topics of history-social science, science, and literature—are included. Each topic section provides a reading passage and attendant items, and a student essay toward which the editing items are directed. (MM)

ED 297 350 CS 211 410 Azzoline Agnes
In-Class Writing Assignments in the Content Ar-

Pub Date—88 Note—7p. Note-7p.

Pub Type-- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postags.

Descriptors-- Class Activities, \*Content Area Writing, Higher Education, Mathematics Instruction, \*Writing Across the Curriculum, \*Writing Exer-

"Writing Across the Contexts, Writing Tasks lendifiers—Writing Contexts, Writing Tasks In-class writing assignments using such techniques as non-thought warmups, lead-sentences, completion, rewording, and wordbanks (write a paragraph using a given list of words), and debriefing can be used on a regular basis in the content areas without decreasing time spent on content and without increasing the time spent grading papers. The assignments are designed to be very short and easy to complete. These practical techniques have been tried out in mathematics classes with much success.

CS 211 411 il Standards: Oral and Written O

National Standards: Oral and Written Communications.

Washington Office of the State Superintendent of Public Instruction, Olympia.

Pub Date—34

Note—179.

Pub Type—Guides - Clasarcom - Teacher (032) — Guides - Non-Clasarcom (055)

EDRS Prise - MF91/PC01 Plus Poetage.

Descriptors—"Academic Standards, "Basic Skills, Communication Skills, Course Evaluation, Curriculum Evaluation, Elementary Secondary Education, English Curriculum, "Program Evaluation, Speech Curriculum, "Speech Instruction, Writing Instruction, Writing Instruction, Writing Skills Identifiers—Supportive Supervision

Offered to groups that wish to review and improve educational programs, this booklet reprints by special permission the "Standards for Basic Skills Writing Programs" developed by the National Council of Teachers of English and "Standards for an Effective Oral Communication Program" prepared by the American Speech-Language-Hearing Association. "Standards for Basic Skills Writing Programs" concision and Speech Communications Association. "Standards for an Effective Oral Communication Program" ontains an operational definition of writing and 19 standards covering basic assumption, teaching and learning, support, and program evaluation. "Standards for an Effective Oral Communication Program" contains a definition and 29 standards covering basic assumptions, teaching and learning, support, and assessment and evaluation. An annotated bibliography concludes the booklet. (SR)

ED 297 352 CS 211 421

ED 297 352

CS 211 421
Grade 6 Achievement Test: English Language Arts.
Part A: Composition.
Alberta Dept. of Education, Edmonton.
Pub Date—Jun 88
Note—Jup; For related document, see CS 211 422.
Pub Type—Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Achievement Tests, "Essay Tests,
"Grade 6, Intermediate Grades, "Writing Evaluation

"Grade 6, Intermediate Grades, "Writing Evana-tion
Identifiers—Alberta, Test of Written English
Half of a two-part English Language Arta
Achievement Test, this test evaluates composition
akills in Grade 6. It contains general instructions for
the student, as well as the beginning of a story to be
completed by the student, and blank pages for
ideas/planning, for planning and drafting, and for
the revised work. The instructions indicate that
evaluation criteria are content, development, sentence structure, vocabulary, and conventions. (SR)

ED 297 353 CS 211 422

ED 297 383

CS 211 422
Grade 6 Achievement Test: English Language Arts.
Part B: Reading (Multiple Choice).
Alberta Dept. of Education, Edmonton.
Pub Date—Jun 88
Note—23p; For related document, see CS 211 421.
Pub Type—Tests/Questionnaires (160)
EDRS Price - MP61/PO3 Plus Postage.
Descriptors—Achievement Tests, \*Grade 6, Intermediate Grades, \*Multiple Choice Tests, \*Reading Skills, \*Reading Tests
Identifiers—Alberta (Edmonton)
Half of a two-part English Language Arts
Achievement Test, this test evaluates reading skills Grade 6. It contains general instructions for the
student, and 50 multiple choice questions on nine
readings (two poems and seven stories). (SR)

readings (two poems and seven stories). (SIK)

ED 297 354

CS 211 423

Parkhurst, Howard

A Non-College Bound English Curriculum for

Areane Enstern High School.

Pub Date—[88]

Note—48p.

Pub Type— Guides - Classroom - Teacher (052) —

Reports - Descriptive (141)

EDBS Price - MP61/POLO Pless Pestage.

Descriptors—\*Curriculum Design, \*Curriculum

Development, \*Curriculum Guides, Curriculum

Ressearch, \*English Curriculum, High Schools,

\*Noncollege Bound Students, Rural Schools, Rural Youth, Teacher Developed Materials

In response to a recognition of the differing needs
and educational goals of non-college-bound and col
lege-bound rural high school students, this guide

presents the English carriculum for non-college-

bound students (called "general English") adopted at Arenae Eastern High School (Michigan). Chapter I explains the background and purpose of the document; the research done prior to the construction of the new curriculum is reviewed in Chapter 2. Chapter 3 examines English curriculus at four other Michigan high schools. Chapter 4 describes the adopted General English curriculum and the reasoning that went into its formulation, stating four criteria to be met: (1) the curriculum must be appropriate for students of high and low skill levels; (2) it must allow for students transferring to the college-bound program part-way through high school; (3) it must place great emphasis on motivation; and (4) it must include types of language skills useful and needed in everyday adult life. Four areas of concentration are identified for each year of high school, drawn from grammar and mechanics, literature and reading, composition, life skills, and media study. Chapter 5 cuttines goals and objectives for each grade level of General English. Suggestions for research and a summary are contained in Chapter 6. An extended bibliography and a brief appendix conclude the guide. (SR)

ED 297 355 CS 211 424

Language Arts Curriculum Guide. Merrimack School District, N.H. Pub Date—Oct 86

Merrimack School District, N.H.
Pub Date—Oct 86
Note—899.
Pub Type—Guides - Classroom - Teacher (052)
EDRS Prices - MPDI/PCD4 Plus Postage.
Descriptors—Curriculum Guides, Elementary Education, "Blementary School Curriculum, High Schools, "Language Arts, Public Schools, "Scoondary School Curriculum Guides, Elementary Education, "Blementary Education Greated by the professional educators of the Merrimack School District (New Hampshire), this curriculum guide addresses the language arts in grades Readiness through 5, and in high school (freshman through senior). The guide begins with a foreword, an overview of the program, and a philosophy of each of the five major component areas of instruction (listening, speaking, reading, writing, and study/reference skills). An elementary language arts global curriculum map follows, identifying in chart form and in instructional sequence (specifying grade level for introduction, review and reinforcement, and mastery) all of the objectives of the Language Arts program for grades Readiness through 5 in the major areas of instruction. The guide subdivides freshman, sophomore, junior, and senior high school English into four levels each, with each level school in the program of the second of the containing a course description, general student objectives, and a bibliography. A vocabulary list and an etymology list are at the end of each year's section. The guide concludes with creative writing and speech communication guidelines, both at level 3, including a course description, basic course outline, activities, method of student evaluation, general student objectives, and bibliography. (SR)

CS 211 425 CS 211 42
Bruce, Rae And Others
Research Paper Guide for Merrimack High
School, 2nd Edition.
Merrimack School District, N.H.
Pub Date—87
Notes—47

Pub Date—87
Note—42p.
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MPBL/PC02 Plus Pestage.
Descriptors—"English Curriculum, English Instruction, High Schools, "Research Papers (Students), Research Skills, Skill Development, Student Research, "Writing Processes, "Writing et.iii.

Identifiers-Modern Language Association, Re-

identifiers—Modern Language Association, Research Curriculum
This guide for Merrimack High School in Merrimack, New Hampshire was written to help ease &mands on teachers' time and to improve the quality of papers through standardization of format. The authority used for the guide is the 2nd edition of the "MLA Handbook for Writers of Research Papers ubhished in 1984, which teaches the methods most students will be required to use after high achool. The guide contains two partial research papers to accommodate requirements of high school teachers. The first sample paper is more complete and uses endnotes for those teachers who will continue to ask for that method of crediting sources-footnotes are mentioned but not emphasized because endnotes have replaced them. The second sample paper in the guide uses tagging, the method most students will need for post-secondary research papers. The guide also contains a detailed section that gives many

samples of this second method as well. Originality of thought that helps the student to create a good research paper is emphasized in the guide. The secton on "The Research Paper Defined" explains the differences between a formal research paper and a report summary. Included in the guide are general hints for writing a good research paper as well as a detailed explanation of documentation or crediting of sources. (RAE) of sources. (RAE)

ED 297 357 CS 211 426

Robson, Andrew E.
The Content of Composition Courses.
Pub Date—[88]

Pub Type— Op search (143) - Opinion Papers (120) - Reports - Re-

Pub Type— Opinion Papers (120) — Reports - Research (143)
EDRS Pice - MF01/PC01 Plus Postage.
Descriptors—"College English, "Course Content, "Course Objectives, Educational Philosophy, "English Departments, "Freshman Composition, Higher Education, Literature, Test Results, Writing Across the Curriculum, "Writing Skills Identifiers—English Teachers
The battle over whether literature or composition should dominate English instruction is the consequence of a perception that composition instructors who do not use literature as their primary source material have nothing substantial to offer in its place. A survey of 19 colleges and universities in New York revealed that institutions with a majority of students socring above 500 on the verbal SAT prefer to use literature in freshman composition, while those whose students on average score below 500 prefer other approaches, generally emphasizing basic writing skills. Only two of the respondents indicated that the use of literature in freshman composition was controversial. Although findings suggest that college composition could become central to the production of graduates who can not only read and write but also know something about the world, focusing on literature as a vehicle for composition misses the fact that using literature in this way is not always appropriate. An opportunity exists for college composition courses to develop writing and reading skills while offering a unique overview of the realities of the world-at-large, a truly across-the-curriculum notion. (RS)

CS 211 430 Spiegel, Richard A. Computers and the Waterways' Project. Pub Date—88

Note-10p.; Paper presented at the Conference of the New York State Association for Computers

the New York State Association for Computers and Technology (Rye, NY, 1988).

Available from—The Waterways Project, 799 Greenwich St., New York, NY 19914 (\$1.00).

Pab Type—Reports Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PO1 Plus Postage.

Descriptors—Adult Education, "Computer Assisted Instruction, Computer Uses in Education, Ethnic Groups, "High Risk Students, Nontraditional Education, Poetry, Special Education, "Writing for Publication Identifiers—Book Fairs, "Literary Magazines, "Waterways Project

"Writing for Publication Identifiers—Book Fairs, \*Literary Magazines, \*Waterways Project
Begum in 1979, the Waterways Project, which provides literary arts program experience for at risk students in New York City, is described in this paper. The Waterways Project was started as a service organization for small press publishers and writers. The paper recounts the project's involvement in book fairs, computer programming, a literary arts publishing program, and adult poetry workshops. The director of the project relates of several students' experiences with individualized lessons at the computer. The paper also describes the project's clicentele, i.e., students with drug problems, high school dropouts, and youths in transition. The goal of the project is identified in the paper as giving students the encouragement to try to have their work published, which is intended to give them direction. An appendix containing the project's history concludes the paper. (MS)

ED 297 359 CS 211 431 Basic Skills-Language Arts/Writing: Proven Ex-emplary Educational Programs and Practices (A Collection from the National Diffusion Net-

Collection from the work),
Michigan State Board of Education, Lansing.
Pub Date—May 87
Note—39p.; Reprinted with permission from the
National Diffusion Network (NDN)'s "Educa-

tional Programs That Work," 12th Edition; see ED 266 134. For related document, see CS 009

tional Programs That Work," 12th Edition; see ED 266 134. For related document, see CS 009 255.

Pub Type— Guides - Non-Classroom (055)
EDRS Price - MPDI/PC02 Plus Postage.
Descriptors—"Demonstration Programs, Diagnostic Teaching, Elementary Secondary Education, Individualized Instruction, "Language Arts, "Program Descriptions, Reading Instruction, Skill Development, "Writing Instruction, Writing Skills Identifiers—National Diffusion Network Programs This booklet presents descriptions of 31 successful basic skills language arts/writing programs for pre-kindergarten through grade 12, collected from school districts nationwide by the National Diffusion Network. Information provided for each program includes: (1) program name and brief description; (2) audience focus (noting grade and ability levels); (3) a detailed abstract of the program; and (7) names and addresses of program directors. The 57 categories include programs in diagnostic teaching, individualized learning, reading, and writing skills. Programs include: Criterion Reading Instruction Project (CRIP); New Jersey Writing Project; Teaching Activities for Language Knowledge (TALK); and Electric Company. The booklet provides an alphabetical table of contents, in addition to category and grade level indices for the programs. (MM)

CS 211 432

Robinson, Jeffrey C. Radical Literary Education: A Cla ment with Wordsworth's NO. m Experi-Report No.—ISBN-0-299-11060-5 Pub Date—87

Available from—University of Wisconsin Press, 114
N. Murray St., Madison, WI 53715 (\$30.00 cloth-ISBN-0-299-11060-5; \$13.95 paper-ISBN-0-299-11064-8). Note-201p. Available from

Pub Type— Books (010) — Guides - Classroom -Teacher (052)

Teacher (952)
Document Not Available from EDRS.
Descriptors—Case Studies, "English Instruction,
Higher Education, History, "Literary Criticism,
Literary Genres, Literature Appreciation, Nineteenth Century Literature, "Poetry, Reader Response, Romanticism, Teaching Methods,
Undergraduate Students
Identifiers—"Ode Intimations of Immortality
(Wordsworth), Revision Processes, "Wordsworth
(William)

Identitiers—"Ode Intimations of Immortality (Wordsworth), Revision Processes, "Wordsworth's (William)
Using a college course on William Wordsworth's "Ode: Intimations of Immortality from Recollections of Early Childhood" as a case study, this book presents an alternative approach to teaching poetry. Divided into seven sections with 19 chapters, the book describes how students can develop and exercise an historical imagination in the presence of literature by examining a poem in its various contexts. The first section provides an introduction to the study, discussing two models of literary education (humanism and education for critical consciousness), presenting autobiographical information about the author, and examining two views of revision. Other sections of the book consist of: (1) "Wordsworth's "Ode": Examining Its Conviction" (four chapters providing a traditional analysis of the "Ode"); (2) "The History of the Ode" (four chapters examining the ode tradition from Horace through Wordsworth, and viewing Wordsworths "Ode" in that historical context); (3) "Revision" (two chapters looking at Wordsworth's earliest versions and revisions of the "Ode"); (4) "Diography and History" (a chapter presenting biographical information about Wordsworth relevant to the "Ode"); (5) "Criticism from a Contemporary" (two chapters considering William Hazilit's criticisms of the "Ode"); (3) "Griticism from a Contemporary" (two chapters considering William Hazilit's criticisms of the "Ode"); (3) "Griticism from a Contemporary" (two chapters considering William Hazilit's criticisms of the "Ode"); (4) "Glography and the manufacture of the chapters examining students' reactions in terms of the adolescence and Critical Conscious in terms of the adolescence texperience). (A bibliographic essay is sppended.) (MM)

ED 297 361 CS 211 433

EAJ 291 301 CS 211
Ingram, Beverly King, Carol
From Writing to Composing: An Introducto
Composition Course for Students of English.
Report No.—ISBN-0-521-33981-2
Pub Date—88 Note-178p. Available from

Available from—Cambridge University Press, East 57th St., New York, NY 10022 (\$7.95). Pub Type—Books (010) — Guides - Classroos

Teacher (052)
Ducument Not Available from EDRS.
Ducument Not Available from EDRS.
Ducument Not Available from EDRS.
Descriptors—Adult Education, \*English (Second Language), Higher Education, \*Second Language Instruction, \*Writing (Composition), \*Writing Exercises
Identifiers—Speaking Writing Relationship, \*Writing Assignments, Writing Contexts
This composition textbook/workbook for beginning and low-intermediate English as a Second Language (ESL/EFL) students contains topics that are developed to help move students from structured "writing" activities for fee "composing" activities. The activities are intended to help students become more fluent and confident writers of general-purpose English. The units in the book, which deal with a variety of topics and situations, consist of: (1) "Getting Started"; (2) "Getting Acquainted"; (3) "Getting into a Rounies"; (4) "Describing People's Lives." There are also teachers' notes for each unit and appendixes for creating a class newspaper and for learning editing symbols. (MS)

ED 297 362 CS 211 435

Pitts, Mary Ellen
Discovery of the Self through the Writing Process:
Autobiography as a Heuristic of Identity.
Pub Date—Mar 88

Note—16p.; Paper presented at the Annual Meet-ing of the Conference on College Composition and Communication (39th, St. Louis, MO, March 17-19, 1988).

17-19, 1988).
Pub Type— Speeches/Meeting Papers (150) —
Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Authors, "Autobiographies, Higher
Education, Literary Criticism, "Personal Narratives, "Self Disclosure (Individuals), "Writing

Education, Literary Criticism, \*Personal Narratives, \*Self Disclosure (Individuals), \*Writing Processes Identifiers—\*Author Text Relationship, Identity Formation, Literary Theory, Personal Writing, \*Textual Analysis, Writing Models Although the recent thrust toward writing as interaction with a text has led to de-emphasis of personal-experience writing per se, autobiography, if approached in the context of textuality (in Roland Barthes's sense), can provide a model for writing as a means of discovering one's identity—of interacting with life as text and with the written text to discover and to create an identity. Lorne Eiseley's "The Star Thrower" and "All the Strange Hours" provide models of this discovery and creation of a self. In Eiseley's autobiographical texts, the narrator is aware of his own fragmented identity and tries on identities, examining each and finally creating an identity from the textual fragments. This process is not beyond the student of composition. It does require recognition of the textuality of personal writing, interaction with the text, discovery of falterings and suppressions of thought in a personal text. Approached in this light, autobiography becomes a model for discovery and creation of a self through the writing process. (Eighteen references are attached.) (RAE)

CS 211 436 Hayward, Maicolm The Rhetoric of Essay Test Prompts. Pub Date—Mar 88

Note—23p.; Paper presented at the Annual Meet-ing of the Conference on College Composition and Communication (39th, St. Louis, MO, March 17-19, 1988).

and Communication (39th, St. Louis, MO, March 17-19, 1988).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Freshmen, "Cues, "Essay
Tests, Higher Education, "Prompting, Readability," Rhetoric, "Test Construction Identifiers—Rhetorical Devices
A study examined the reaction of college freshmen to 30 essay test prompts to determine if rhetorical factors in the prompt would affect a student's choice of that prompt. The subjects, 40 college freshman enrolled in an introductory English course, rated eight rhetorical qualities of the essay prompts: (1) whether the essay would be easy to write; (2) interesting to write; (3) essy to organize; (4) whether one could see what the questioner was looking for; (5) whether one could find a lot to say; (7) whether the question would likely be chosen; and (8) whether a good grade might result. Each class of

20 students responded to 15 of the prompts. Results indicated that the choice of one prompt over another was related to whether the student believed a good grade is likely, which was correlated to whether the student believed he or she would find a lot to say on the topic. The choice was also influenced by the interrelated factors of whether the student could see what the questioner was looking for and if he or she could thus easily organize the essay. A prompt written in a more readable form was more likely to be chosen; it seemed also that longer prompts had a better likelihood of selection, and that prompts phrased as questions were preferred over those that gave directions. (Two tables of data and the essay prompts used are appended.) (RS)

ED 297 364 CS 211 43 Goodrick, Evelyn Trapp Women on Editorial Pages: Characteristics and Attitudes.

Pub Date—Jul 88 Note—34n · P Tote—34p.; Paper presented at the Annual Meet-ing of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).

July 2-5, 1988).
Pub Type - Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/P02 Plus Postage.
Descriptors - Comparable Worth, Day Care, \*Editorials, \*Editors, \*Females, Journalism, Media Research, \*Newspapers
Identifiers—Journalism Research, \*Women Journalism Research, \*Women Journa

Research, "Newspapers Identifiers—Journalism Research, "Women Journalism The editorial pages can be seen as fertile territory for examining female journalism's attitudes and behavior toward topics traditionally considered "women's." To study the numbers, characteristics, attitudes on several women's issues, first a maling list was compiled from the "1986 Editor and Publisher International Year Book" and the membership list of the National Conference of Editorial Writers. Then, subjects, 120 women (from a group of 192 originally contacted) who provided usable returns, responded to a 50-question survey divided into four sections: "Your Job Responsibilities," "Career Path, "Women's Issues," and "Information about You." Results showed that (1) despite their higher numbers in management and entry level positions on daily newspapers, women are not making significant progress on editorial page staffs; (2) newspapers employing the respondents had generally run editorials on the two selected issues of this study—child care and pay equity—and the majority of the women indicated satisfaction with the consideration of the topics on their editorial pages; (3) the majority of women had written an editorial pages; (3) the majority of women had written an editorial or private care facilities, and a majority supported expansion of governmental facilities; and (4) respondents overwhelmingly noted that the hiring of women on editorial page staffs was either "very important" or "important." (Four tables of data and 36 notes are included.) (MS)

ED 297 365 Lightfoot, Martin, Ed. Martin, Nancy, Ed. The Word for Teaching Is Learning: Essays for CS 211 438

James Britton.

Heinemann Educational Books, Ltd., London (England). National Association for the Teaching of English (England).

Report No.—ISBN-0-86709-237-8

Pub Date—Sep 88

Report No.—ISBN-0-86709-237-8
Pub Date—Sep 88
Note—300p.
Available from—Heinemann Educational Books,
70 Court St., Portamouth, NH 03801 (\$17.50).
Pub Type—Books (010) — Guides - Classroom
Teacher (052) — Opinion Papers (120)
Document Not Available from EDRS.
Descriptors—Elementary Secondary Education,
"English Instruction, Foreign Countries, Language Acquisition, "Language Role, Language
Usage, Learning Processes, Linguistics, Literacy,
Resder Text Relationship, Teacher Role, Teaching Methods, Theory Practice Relationship
Identifiers—Britton (James), Great Britain
Reflecting the influence of James Britton in the
field of language and learning, this book-a collection of essays by researchers and practitioners in the
area of language and learning, The book
contains the following 27 essays: (1) "Social Interscion as Scaffold: The Power and Limits of a Metaphor" (Courtney Cazden); (2) "Knowledge as
Action" (Douglas Barnes); (3) "Learning Listen-

ing" (Gordon Pradl); (4) "Drawing a Story: Transitions between Drawing and Writing" (Myra Barra); (5) "Stories at Home and at School" (Henrietta Dombey); (6) "How Texts Teach What Readers Learn" (Margaret Meek); (7) "I wanna write jes like in dat book!" Talk and lis Role in the Shared Journal Experience" (Amanda Branscombe and Janet Taylor); (8) "Places for Evolving Autobiography: English Classes at Work in the Curriculum (Claire Woods); (9) "On Difference: Cultural and Linquistic Diversity and English Teaching" (Tony Burgess); (10) "Reality, Play and Pleasure in English" (Peter Medway); (11) "Doing Things with Language: Skilla, Functionalism and Social Context (Mike Torbe); (12) "Stories of Stories: Footnotes on Sly Gossipy Practices" (Harold Rosen); (13) "The Enterprise We Are Part of: Learning To Teach (Arthur Applebee); (14) "Institutionalizing Change: The Problem of System Beliefs" (Don Rutledge); (15) "Negotiating the System: A Letter to James Britton" (Garth Boomer); (16) "Teaching English as a Rehearstal of Poitics" (Martin Lightfoot); (17) "Starting a School: Learning with Jimmy Britton and Poetry" (Nancy Martin); (20) "James Britton and Poetry" (Nancy Martin); (20) "James Britton at the London Institute of Education" (Denis Lawton); (21) "Ijmmy Britton and Linquistics" (Isan Pringis); (22) "Jimmy Britton and Linquistics" (Isan Pringis); (23) "Dartmouth" (W. W. Douglas); (24) "A Community of Inquiry James Britton and Educational Research" (James Emig); (25) "Teachers Learning about Learning" (Pat D'Arcy); (26) "And Gladly Learn" (Margaret Gill); and (27) "A Centre of Influence" (Merron Chorny). (MM)

about Learning" (Pat D'Arcy); (26) "And Gladly Learn" (Margaret Gill); and (27) "A Centre of Influence" (Merron Chorny). (MM)

ED 297 366 CS 211 439

Smith, Louisr Z., Ed.

Andita of Mesaling: A Festschrift is Honor of Ann E. Berthoff.

Report No.—18BN-0-86709-209-2

Pub Date—88

Note—264p.

Available from—Heinemann Educational Books, 70 Court St., Fortsmouth, NH 03301 (517.50, paper—ISBN-0-86709-209-2; \$27.50, cloth—ISBN-0-86709-209-2; \$27.50, cloth—ISBN-0-86709-242-4).

Pub Type—Books (010) — Guides - Classroom—Teacher (052) — Opinion Papers (120)

Decomment Not Available from EDRS.

Descriptors—"Educations English Departments, Higher Education, Poetry, Reading Writing Relationship, Teacher Student Relationship, Teaching Methods, Writing (Composition), "Writing Instruction, "Writing Crocesses Identifiers—"Berthoff (Ann)

A tribute to the work of Ann Berthoff, this book—a collection of 6 poems and 21 essays—explores issues in the philisosphy and teaching of composition. Each of the five sections is introduced with a poem by Marie Ponsot. Essays and their authors consist of (1) "Genre Theory, Academic Discourse, and Writing within Disciplines" (Fames F. Sievin); (2) "Knowing Our Knowledge: A Phenomenological Basis for Teacher Research" (C. H. Knoblauch and Lil Brannon); (3) "Surke and the Tradition of Democratic Schooling" (John Clifford); (4) "Composition and English Departments, 1900-1925" (John Breretton); (5) "The Reading of Reading: I. A. Richards and M. J. Adler" (David Bartholomae); (6) "Discovering the Forms of Academic Discourse" (Robert M. Holland, 17.); (7) "Toward a Hermesoution of Difficulty" (Mariokins Salvatori); (8) "The Disloque of Chaos: An Unthinkable Order" (Hephzibah Roskelly); (9) "Reading Writing and the Disloque of Chaos: An Unthinkable Order" (Hephzibah Roskelly); (7) "Reading Writing and the Dislocurse in Student Narrative" (Bleamor Kutz); (12) "Resching for Understanding: A "Capacity-Based" Approach to Learning" (Pat VArcy); (13) "Auditing the Meaning of the MOVE Report" (Suasa Wella)

CS 211 440 ED 297 367

Macrorie, Ken The I-Search I earch Paper-Revised Edition of "Searching

Report No.—ISBN-0-86709-223-8 Pub Date—88 Note—359p. Available from—Heinemann Edu ole from-Heinemann Educational Books 70 Court St., Portsmouth, NH 03801

Inc., 70 Court St., (\$15.00).

(\$15.00).

Pub Type— Books (010) — Guides - Classroom - Learner
Teacher (052) — Guides - Classroom - Learner

Teacher (052) — Guides - Classroom - Learner (051)

Decument Not Available from EDRS.
Descriptors—"College English, Editing, "English Instruction, "Freshman Composition, Higher Education, Interviews Identifiers—Free Writing, Writing Contexts

A freshman composition text (or "contextbook") that invites readers to take the initiative in their learning, this book is a revised edition of a 1980 work. It comsists of the following chapters: (1) "Free Writing"; (2) "Loopy Learning"; (3) "Throwing Back the English"; (4) "Truthtelling"; (5) "Cutting Wasted Words"; (6) "The I-Search Paper"; (7) "A Topic Choosing You"; (8) "Locating Sources"; (9) "Tell It as Story"; (10) "Talking Animals"; (11) "Interviewing"; (12) "I and the Others"; (13) "Objectivity and Subjectivity"; (14) "Five I-Search Papers"; (15) "Bad Words"; (16) "Getting the Point"; (17) "Editing Day"; (18) "Filled with Books"; (16) "Interviewing"; (21) "Sam and Nosh"; (20) "Historical Lexicography"; (23) "Septing, Spelling"; (24) "Can I Become a Writer?"; and (25) "The Larger Context." (MS)

CS 211 441

Rerthoff, Ann E. Forming, Thinking, Writing: The Composing Imag-ination.

ert No.-ISBN-0-86709-027-8

Report No.—1339:
Pub Date—82
Note—248p.
Available from—Heinemann Educational Books
Inc. 70 Court St., Portsmouth, NH 03801

(\$16.00). Pub Type—Books (010) — Guides - Classroom - Teacher (052) Document Not Available from EDRS. Descriptors—Editing. Higher Education, \*Paragraph Composition, \*Reading Writing Relationship, \*Rhetoric, \*Theory Practice Relationship, Writing Exercises, \*Writing Instruction, Writing Processes.

writing Exercises, writing instruction, writing Processes.

Intended for those who want to teach composition primarily and centrally and not just as an adjunct to the study of literature, this book about the composing process provides continuing opportunities to put theory into practice. It consists of the following chapters: (1) "The Composing Process is a Continuum"; (2) "Observing; Observing Your Observations; Observations; Observing Your Observations; Observations; Concepts" (6) "Forming Relationships: Paragraph Sequence IP (4) "Forming Concepts" (7) "Developing Concepts"; (8) "Gattering, Sorting, Gathering"; (9) "Correcting"; (10) "Getting to Work"; (11) "Critical Reading and Critical Writing"; (12) "Forming: Paragraph Sequence III." (MS)

Paragraph Sequence III." (MS)
ED 297 369

McNell, Lynda D.

Logging the Interpretive Act: Dialogical Interaction in the Literature Claserosen.
Pub Date—Mar 88

Note—21p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (39th, St. Louis, MO, March 17-19, 1988).
Pub Type—Guides—Classroom—Teacher (052)—Speeches/Meeting Papers (150)
EDRS Price—MF01/PC01 Plus Postage.
Descriptors—Class Activities, English Curriculum, Higher Education, "Journal Writing, Literature, Reading Writing Relationship, Student Journals, "Writing Exercises
Identifiers—Dialogue Journals, Recursive Thought, "Reflective Thinking, Student Journals, Writing Contexts

Contexts
Disclosing interpretation as a meaning-ma
rocess of the active mind to students in all hum
ies courses, and especially in literature classe
consible in numerous, phased writing assignm

with built-in exercises in recursive and reflective thinking. The exercises are written down in each student's log (journal), a process which allows students to enter into dialogic discourse with themselves and with others in the class. The exercises ask for: (1) expressions of feeling, reactions, and impressions; (2) observations and reflections; (3) generalizations, hypotheses, and theories; (4) testing hypotheses, formulating theses; and (5) meta-interpretation and reflection. The student log, in any class, enables students to become aware of themselves as meaning-makers by tracking the dialogue between themselves and the text, the "inner" dialogue, and the social dialogue inherent in critical consciousness and meaning making. (A figure illustrating the double helix model is appended.) (RS)

ED 297 370

Sziri, Mark J.

Borrowing Language.
Pub Date—Mar 87
Note—16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).

and Communication (38th, Atlanta, GA, March 19-21, 1987).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Freshman Composition, "Language Variation, Persuasive Discourse, "Student Writing Models, "Writing Exercises, Writing Processes, Writing Research, Written Language Identifiers—Students as Subjects, Writing Assignments, Writing Models

A study analyzed how freshman composition students handled an assignment that forced them to perform an act of sophisticated literacy which was a variation between spontaneity (present) and repetition (past) with a focus on how novice writers borrow language, whether through quotation or misquotation. The assignment involved two masterpieces of American rhetoric; Nicholas Street's "The American States Acting Over the Part of the Children of Israel in the Wilderness and Thereby Impeding Their Entrance into Canaan's Rest," written in 1777, and Henry Ward Beecher's "The Battle Set in Array," written in 1861, just days after the bombing of Fort Sumter. Rhetorically these two examples of words that worked, are carried out by the preachers' use of the Exodus theme of the Old Testament. The preachers succeeded in their task through an artful mixing of Biblical language with the language of their times. Subjects, freshman composition students, were asked to do a number of writings based on these two preachers drew analogies back to the Exodus theme and the likely success such an analogy would have in impelling congregants to political action. Results showed that students tended to use half-borrowings of words, overuse quotations and quotation marks, and waver in point of view. (RAE)

CS 211 445 ED 297 371

Robinson, Sondru G.

How the Duilty Press Looks at Hunger.

Hub Date—May 87

Note—37p.; Paper presented at the Annual Meeting of the Eastern Communication Association (78th, Syracuse, NY, May 18-21, 1987).

Pub Dyse—Reports—Research (143)—Speeches/-Meeting Papers (150)

EDRS Price—MP01/PC02 Plus Postage.

Descriptora—Content Analysis, "Editorials, Foreign Countries, "Hunger, Mass Media Role, Media Research, "Newspapers, "Press Opinion, Questionnaires, World Problems Identifiers—Africa

Utilizing both content snalysis of 139 editorials appearing in 19 United States daily newspapers and the results of a survey of 146 newspaper editors, a study asked three questions: (1) To what extent is hunger covered in the news and editorial columns of U.S. daily newspapers? (2) How is hunger defined as a problem in terms of its causes in those editorial columns? and (3) Does the U.S. press discuss domestic hunger differently from global hunger in terms of causes? The study concluded that editorials present hunger in America as primarily caused by dysfunctions in a system that is only temporarily informatic maper in America as primarily caused by dysfunctioning, along with the perception that the politics and economics of the Reagan administration have led to an increased presence of hunger; mamerica Editorials on world hunger, written almost exclusively about famine in Africa, described conflicting political and economics societal interests

as causes along with moral factors, especially in those nations whose governments the United States opposes. Papers appeared limited in their swareness of the geographic dimensions of hunger, as well as in their expression of moral causes as they apply to hunger in America. (Two tables of data are included; three appendixes showing the survey questionnaire, distribution information, and the cause factors of hunger; categories and subcategories, are attached. Eleven references conclude the study.) (SR)

ED 297 372 CS 211 447

CS 211 447
O'Sullivan, Colleen, Ed.
Australian Literature in the Primary Classroom.
Primary English Teaching Association, Rozelle (Australia).

(Australia).

Spons Agency—Curriculum Development Centre,
Camberra (Australia).

Report No.—ISBN-0-642-53276-1

Pub Date—88

Note—93p.; Project developed for the Bioentennial
Australian Studies Schools Project.

Pub Type—Books (010) — Guides - Classroom Teacher (052)

Pub Type— Books (010) — Guides - Classroom - Teacher (052)
EDRS Price - MP01/PC04 Plus Postage.
Descriptors— Australian Literature, "Childrens Literature, Class Activities, Blementary Education, "Bagiish Instruction, Foreign Countries, Literature Appreciation, "Poetry, Reading Materials Identifiers—Aboriginal People, "Australia, Historical Background This book was designed to supply information on available resources in Australian children's literature and a tradition of teaching which incorporates the Australian experience in an inclusive manner. Essays and their austros consist of the following: (1) "Children's Books in Australia: Two Hundred Years of Social Life" (Maurice Saxby); (2) "One of the Family" (Anne Hazel); (3) "Access to Australia's Past" (Colleen O'Sullivan); (4) "Performing Australian Poetry" (Sean Monahan); (5) "Conducting an Author Study" (Victoria Roberts and Vivienne Nicoll); (6) "Aboriginal Stories: Reliving the Experience" (Fran Murray); (7) "Tuning In to the Spraghetti Dance" (Mary Mathias and Janet Oxwell); (6) "Rural Australia—Urban Australia" (Joan Zahnleister); (10) "Outside-Inside Playground Rhymes" (Moira Robinson); (11) "Great Races and Challenges (Susan Hill and others); and (12) "Australia—Where Are We Going?" (Marie Luxford and Maureen Ferry). (MS)

ED 297 373 CS 211 448 CS 211 448
Collerson, John, Ed.
Writing for Life.
Primary English Teaching Association, Rozelle
(Australia).

(Australia).

Report No.—ISBN-0-909955-81-6

Pub Date.—Jul 28

Note.—Jul 28

Note.—Jul 28

Note.—Jul 28

Note.—Jul 28

Note.—Jul 28

Note.—Jul 29

DRS Price - MP01/PC06 Plus Postage.

Descriptors.—Elementary Secondary Education,

Foreign Countries, Student Writing Models,

Teacher Role, "Writing Across the Curriculum,

"Writing Instruction, "Writing Processes

Identifiers.—"Australia, Childrens Writing, "Writing Consexts

"Writing Instruction, "Writing Processes Identifiers—"Assuratia, Childrens Writing, "Writing Contexts
A publication of the Primary English Teaching Association of Australis, this book argues that children should be taught how to write in the various genres or kinds of writing that are needed for different purposes. The contributors draw on their own experiences to show how teachers can develop their teaching of writing to realize the full potential of the process approach and at the same time draw upon maights associated with a genre approach. Chapters and their authors consist of the following: (1) "Building on the Process" (John Collerson); (3) "Read Me Your Story..." (Jennifer Hammond); (4) "Let Me Demonstrate" (Helen Woodward); (5) "Writing in a Family Group Class" (Lee Piedger); (6) "Writing Reports in Year 4" (Elizabeth O'Connell); (7) "The Narrative Genre in Years 3 and 4" (Rose Weightman); (8) "Working with Factual Writing in Year 5" (Dallas Tonkin); (9) "Providing a Balance" (Lorraine Rowles with English Processor); (10) "Writing across the Secondary School" (Bill Crowley); and (11) "Writing for a guide to factul materials for primary schools, suggested reading selections, and a list of 19 references. (MS)

CS 211 459 ED 297 374

ED 297 374

Nelson, Jennie Hayes, John R.

How the Writing Context Shapes College Student's Strategies for Writing from Sources. Technical Report No. 16.

Center for the Study of Writing, Pittsburgh, PA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Aug 88

Grant—OERI-86-0004

Note—26p.

Pub Type— Reports - Research (143)

EDRS Price - MFDI/PC02 Plus Postage.

Descriptors—Higher Education, "Naturalistic Observation, "Research Papers (Students), Student Journals, Teacher Role, "Teacher Student Relationship, "Writing Instruction, "Writing Processes, Writing Research Identifiers—Writing Contexts

Observing the composing processes of students working over real time in naturalistic settings, two exploratory studies asked: (1) What skills and assumptions do freshman and advanced writers invoke when they are searching for information to be used in writing? (2) What strategies and goals do students bring to a typical writing-from-sources task like the research paper? and (3) How do particular classroom contexts influence student performsnoe? The research paper was used as a vehicle. The first study observed the way eight freshman and eight advanced writers planned and searched for information, revealing two differting purposes: content-driven (a fact-finding mission) and issue-driven (arguing for a position). The second study examined how students perform the many tasks involved in writing research papers. Eight students at Carnegie-Mellon University, randomly selected from courses requiring research papers, kept a daily process log of all paper-related activities from the time they finished writing. The resulting material (over 500 pages) revealed two strategies was a powerful one: high-investment strategies centered around the rote reproduction of other authors' ideas for the teacher-as-examiner. High-investment strategies for the teacher-as-examiner. High-investment strategies role in influencing these strategies was a powerful one: high-investment writing was fostered

ED 297 375

Schmidt, Wallace V. And Others

Teaching the College Course: Intercultural Com-CS 506 001

Teaching the College Course: Intercultural Communication.
Pub Date—Nov 84
Note—115p.; Workshop presented at the Annual Meeting of the Speech Communication Association (70th, Chicago, IL, November 1-4, 1984).
Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—"Communication Problems, Cross Cultural Training, "Cultural Awareness, Cultural Context, Cultural Interrelationship, Experiential Learning, Higher Education, "Instructional Materials, "Intercultural Communication," Intercultural Programs, Interpersonal Relationship, Speech Communication, Teaching Guides Identifiers—Communication Behavior, Cultural Sensitivity

Speech Communication, Teaching Guides Identifiers—Communication Behavior, Cultural Sensitivity
By examining curricular development, assessing teaching strategies, presenting experiential/simulated learning techniques, reviewing pertinent literature/media resources, and treating selected problems/barriers, this course guide seeks to address the issue of changing pedagogical techniques and learning strategies associated with intercultural communication. The course syllabus provides a statement of purpose, as well as listing course objectives, a course outline, and information regarding course activities and grade determination. Divided into four units, the course begins with a unit on intercultural communication and the nature of cultural focusing on the aspects of culture shock, cultural belief systems, and acculturation. The second unit, intercultural Communication and the Nature of Interpersonal Relationships, considers the topics of communicator credibility, opinion leadership, and homophily. The third unit discusses the language of culture, sociolinguistics, and nonverbal

messages, while the fourth unit-Intercultural Com-munication and Social Change-studies the role of mass media, and the information diffusion. Sug-gested classroom activities for the course include a cross culture simulation, and case studies of inter-cultural communication problems. (Selected bibli-ographies of pertinent journals, articles, books, and audio-video resources are appended.) (MM)

ED 297 376 CS 506 173 ED 297 376
Grow, Gerald
"Don't Hate Me Because I'm Besutiful": A Commercial is Constex.
Pub Date—Jul 88
Note—14p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070) — Reports - Research (143)

formation Analyses (070) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—'Advertising, Discourse Analysis, Emotional Response, 'Mass Media Effects, 'Moral Values, Mythology, Propaganda, Salesmanship, 'Television Viewing Identifiers—Advertisements, Advertising Effectiveness, Consumer Products, Media Analysis, 'Media Imagery
Beauty, commercials, and hatred can be linked in an analysis of the dominant structures of advertising. Television commercials such as the one quoted in the title use a common rhetorical method: present an ideal state; imply that the viewer has not attained this state; offer a magical object which will connect the viewer with the desired state; and tell the viewer how to evoke that magic. This same structure is often used in sermons, and in both cases, emphasis is blaced on the importance of the mediator and the powerlessness of the listener. By using beautiful, idealized images that have no connection with the product being solid, commercials lead viewers to aspire to high ideals but provide them with means that will surely fail in the quest to attain those ideals. This may result in alienating people from the very values being exploited in the commercials, laying the groundwork for despir, harterd, resentment and apathy. (One table of data and three figures are included, one at 20 of data and three figures are included, and 37 references are statsched.) (MHC)

ED 297 377 CS 506 174 Lamb, Chris

ED 297 377

Lamb, Chris

Doenesbury and the Limits of Satire.

Pub Date—Jul 88

Note—Jip; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1948).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143) — Opinion Papers (120)

EDRS Price - MF0I/PC02 Plas Postage.
Descriptors—Cartoons, Characterization, \*Comics (Publications), Editorials, Freedom of Speech, Humor, Newspapers, \*Parody, Political Attitudes, Political Inticism, \*Trudeau (Garry)

No living American satirist has pushed the limits of satire—Pononesbury, Libel, Political Cartoons, Political Criticism, \*Trudeau (Garry)

No living American satirist has pushed the limits of satire—perhaps the most extreme form of expression that society has tolerated-further than Garry Trudeau, who draws the comic strip "Doonesbury. Newspaper editors regularly pull the strip, alter it, or accompany it with a disclaimer when they think its umfair or libeloux. And the public figures he satirizes frequently react with public indignation. In order to understand their reactions better, a study examined the content of Trudeau's controversial strips over two decades. Findings showed that though Trudeau frequently makes political commentary, he also satirizes social issues which other comic strip artists would consider too sensitive, Le. Congressional sex scandals, vigilastic killers, drug use, revolutions in foreign countries, and unmarried couples living together. Trudeau's satire constantly tests the limits of taste, fairness, and approprisateness. But that is what satirists are supposed to do direct their own increduity, anger, or morality at whatever most outrages them. While "Doonesbury" regularly tests the limits of satire, and frequently goes over the line of taste, its popularity is strong enough for now so that the strip has lost little of its bite. (One hundred and four notes and 13 figures are included.) (MS)

ED 297 378 Scharlott, Bradford W.

sications Technology Transforms the Mar-ce: The Impact of the Telegraph, Tele-and Ticker on the Cincinnati Merchants'

Communications Technology Transforms the Marketpiace: The Impact of the Telegraph, Telephons, and Ticker on the Cincinnati Merchants' Exchange.

Pub Date—Jul 88

Note—29p; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).

Pub Type—Speeches/Meeting Papers (150) — Historical Materials (060)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—\*Communications, \*\*Information Networks, Information Systems, Marketing, \*\*Merchants, \*\*Technological Advancement Identifiers—Communications, \*\*Merchants, \*\*Technological Advancement Identifiers—Communication Links, Historical Materials, Medis History, Nineteenth Century History, \*Telegraphy
During the mid-nineteenth century, merchants in Cincinnati (Ohio) gained access to the latest telegraphic news through the Merchants' Exchange, which became a vital link in a communications network that served as the nervous system of the nation's economy. The Cincinnati Merchants' Exchange was founded in 1843 by the Young Men's Mercantile Library Association in order to have a meeting place for the members of the library, and to create a merchants' exchange similar to those operating in other urban areas. On August 20, 1847, the first telegraph line to Cincinnati terminated in the College Building where the Merchants' Exchange was housed. After the telegraph reduced the risk in farm commodities trade which relied on a system of commission merchants, western cities became the points at which final sales were made and Cincinnati was a major point for such transactions. The telephone and the ticker produced a second revolution in business practices which decentralized business communications are in the process undermined the exchange. The exchange was a transitional market institution that for a time helped meach ge with tutures trading like the Chicago Board of Trade. And its life, as well as its death, was largely dictated by communications technology. (Seventy-one notes are attached.) (RAB)

ED 297 379 CS 506 253

ED 297 379

CS 506 253

Yinder, Sharon Logadon Brenner, Donald I.

The Rhetoric of Retreachment: Themes and Values as Dimensions in an Interpretive Approach to Organizational Comfiscional Communication Association (36th, Chicago, IL, May 22-26, 1946). Study partially funded by Graduate Studies Center, School of Journalism, University of Missouri-Columbia.

partially funded by Graduate Studies Center, School of Journalism, University of Missouri-Columbia.

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Pustage.

Descriptors—Higher Education, "Organizational Climate, "Organizational Communication, Organizational Theories, "Retrenchment Identifiers—"Communication Behavior, Communication Patterns, Communication Strategies, "Conflict Management, Organizational Culture What characterizes the public communication behavior of members of an organization during the manifest stage of organizational conflict? To examine this issue, a study content-analyzed themes and values expressed in 212 news articles, editorials, and letters to the editor published by two community newspapers during a major public university's retrenchment debate. Theme statements were coded in 6th editor published by two community newspapers during a major public university's retrenchment debate. Theme statements were coded in 20 categories, and further classified into four groupings: traditional academic values, interaction values, operational values, and environmental values. The debate was characterized by political theme statements, while themes of substance and those related to the particular organizational enterprise were submerged or decreased over the three-month period of debate. Values expressed in organizational members' statements reflected a similar pattern: organization-specific values were less frequently used and isolated in a linkage application of results. Environmental, interaction, and operational of revents formed the character of the debate and provide potential application to communication in conflict situations in other organizations. Further, the values expressed by faculty, saff and students in the conflict (ranked by frequency of ap-

pearance in press coverage) had a near-zero correla-tion with identical values as ranked several years earlier in a survey inventory of the same population at the same university. (Five figures and eight tables of data are included, and 17 references are at-

ED 297 381 CS 506 265

ED 297 381 CS 506 265
Chen, Guo-Ming
Relationships of the Dimensions of Intercultural
Communication Competence.
Pub Date—Apr 88
Note—11p; Paper presented at the Annual Meeting of the Eastern Communication Association
(79th, Baltimore, MD, April 27-May 1, 1988).
Paper adapted from a Ph.D. dissertation.
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MP01/PC02 Plus Postage.
Descriptors—Attitude Measures, Behavior Rating
Scales, Communication Research, Communication Skills, Cultural Awareness, Cultural Interrelationships, Foreign Students, Higher Education,
'Intercultural Communication, 'Self Concept
Identifiers—Communication Papers, Cultural Interrelationalitys, Foreign Students, Higher Education,
'Intercultural Communication, 'Self Concept
Identifiers—Communication Papers, Cultural Interrelational Intercultural Communication Competencies, Cultural Adjustment
To determine which measures best predict the
seven dimensions of the Intercultural Behavioral
Assessment Indices, a study examined 149 international students (mainly from the Far East, Asia,
Middle East, Africa, and Europe) at a large midwestern university in the spring of 1986. Average
age was 27.5 years, and average length of stay in the
United States was 2 years 9 months, Subjects completed questionnaires assessing four aspects of intercultural communication oscillation, stress, aliendiexastion,' communication skills (message and social skills, flexibility, and interaction management);
psychological adaptation fursatration, stress, alienion, and ambiguity); and cultural awareness (social
values, customs, norms, and systems). After completting the questionnaire, subjects were asked to

suggest two American friends, roommates, instructors, or other persons who knew them well. This group of "raters" evaluated the international students' levels of intercultural communication competence by completing Intercultural Behavioral Assessment Indices (composed of display of respect, interaction posture, orientation to knowledge, empathy, relational role behavior, interaction management, and tolerance of ambiguity measures). Booklets were returned for 129 of the subjects. Results revealed significant correlations among measures of personal attributes, communication skills, psychological adaptation, and cultural awareness. Also, the linear combination of the dimension of Intercultural Behavioral Assessment Indices was positively and significantly related to the linear combination of personal attributes, communication skills, psychological adaptation, and cultural awareness dimensions. (One figure and four tables of data are included, and 61 references are appended.) (MM)

ED 297 382 CS 506 267 Sherblom, John La Riviere, Conrad Speech Accommodation and the Effects of Cogni-tive Uncertainty and Physiological Arousal upon

Pub Date-Nov 87

Pub Date—Nov s/ Note—19p.; Paper presented at the Annual Meet-ing of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987). Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150) EDRS Price - MF01/PC01 Plus Postage.

Education, Interaction Process Analysis, \*Inter-personal Communication Research, Higher Education, Interaction Process Analysis, \*Inter-personal Communication, Interpersonal Relation-aship, \*Speech Communication, \*Speech Habits Identifiers—Communication Behavior, Conversa-tion, \*Speech Accommodation, Students as Sub-jects

tion, "Speech Accommodation, Students as Subjects in order to investigate speech accommodation—the way in which communicators influence each other's speaking patterns and rhythms—a study examined its occurrence, as well as the extent of a conversational partner's influence, and the influence of interpersonal uncertainty and differences in arousal level upon that accommodation process. Sixty-five pairs of undergraduate subjects discussed a problem situation, uttering a single given sentence both before and after their conversation. These preand post-conversation sentences were measured for speaking rate, utterance length, and vocal jitter, and comparatively snalyzed. Results showed that a conversational partner's influence was substantial, and suggest that interpersonal uncertainty and differences in arousal level are both influencing factors in speech accommodation. (Twenty-niae references speech accommodation. (Twenty-nine re and five tables of data are attached.) (SR)

Hsia, H. J. Peering into the Future of Advertising. Pub Date—Jul 88

Note—16p.; Paper presented at the Annual Meet-ing of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).

ing of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MP61/PC01 Plus Pestage.

Descriptors—\*Advertising, Communication (Thought Transfer), \*Databases, Electronic Publishing, Information Networks, \*Information Retrieval, Information Networks, \*Internation Retrieval, Information Technology, Marketing, \*Mass Media Role, \*Mass Media Use, News Media, Technological Advancement, Telecommunications

Identifiers—\*Integrated Databases, Integrated Services Digital Networks, \*Interactive Computer Systems, Interactive Videotex Project All areas in mass communications (i.e., newspapers, magazines, television, radio, films, photos, and books) will be transformed because of the increasing costs for interactive computer users, the decreasing costs for interactive computer systems, and the global adoption of integrated services digital networks (ISDN), ISDN refer to the digitization of data, voice, image, and eventually movies stored in mainframe or microcomputer and transmitted or retrieved through a fiber optic network interconnected with anything and everything electronic. Because ISDN coupled with computers will not only change established media, but create new media, how advertising will change must be systematically studied in terms of: (1) the impact of the

inevitable emergence of the new media and new professions; (2) advertising databases and their ef-fects on the advertising and marketing practices; (3) the marriage between news and advertising and (4) the probable wedding between broadcast and print me-dia; and (4) the ramifications of electronic news publishing, advertising database systems, and the eventual globalization of communications. The new-tech environment is bringing about a future in advertising that will create a new media, new adver-tising, and new professionals. (MS)

CS 506 272

ED 297 384

Raucher, Steven A.

What Are We Communicating When We Evaluate
Instruction: Fushnation of Communication Instruction: An Administrator's Perspective.

Pub Date—May 88

Note—22p.

struction: An Administrator's Perspective.

Pub Date—May 88

Note—22p.

Pub Type—Opinion Papers (120)

EDRS Price - MFDI/PCDI Plus Postage.

Descriptors—"Academic Freedom, "Evaluation Methods, Evaluation Freedom, "Evaluation Methods, Evaluation of Teacher Performance, Teacher Administrator Relationship, "Teacher Bvaluation, Teacher Promotion Identifiers—Speech Communication Education, the needs of the administrator are no different from the needs of the administrator are no different from the needs of both students and faculty; information and feedback freely given and accepted is a hallmark of an environment that fosters a quality education. Since communication instruction, its evaluation should not be different either. Evaluations that have the potential for generating a quality education combine some form of student rating on a form developed at least in part by the instructor, given at a point in the semester where it will have the greatest benefit, tied to the confidentiality of the results, and coupled with significant input from professionals and colleagues. All players in this game have rights, needs, and responsibilities. In any communication environment, feedback is essential; for the communication to continue, the feedback process must be mutual. (RS)

ED 297 385

CS 506 280

Service, Jon
Communication, Development, and New Social
Movements: A European Perspective.
Pub Date—May 88
Note—20p; Paper presented at the Annual Meeting of the International Communication Association (38th, New Orleans, LA, May 29-June 2, 1988).

Pub Type— Speeches/Meeting Papers (150) — Information Analyses (070) — Opinion Papers (120)

(120)
EDRS Price - MP01/PC01 Pius Postage.
Descriptors—Appropriate Technology, \*Developing Nstions, Developmental Programs, Economic Development, Global Approach, \*Mass Media, Network Analysis, \*Networks, \*Social Theories identifiers—Communications Research, \*Development Communication, Global S: dies, Habermas

identifiers—Communications Research, "Development Communication, Global S" dies, Habermas (Jurgen)
At the present time the social sciences implicitly or explicitly start from a normative vision which has a dialectical objective: a reasoning that is at once theoretical and practical, or that is both a political and a scientific discourse. A focus on Jurgen Habermas' theory of communicative action provides possibilities of shifting the frontier to interactive planning that explicitly takes up the problem of the relationship between authority and society. The theories and concepts of other European thinkers like Althusser, Gramsci, Lukacs, Weber, and Foucauti, are also important for an understanding of the Western European intellectual climate. Habermas's theory envisions a number of new, collective decision-making forms. It must be seen as a directive for a new political praxis, a criterion against which the organization of both the political and the social life can be tested and judged. However, the political relevance of this third paradigm (emerging from criticism of the modernization and dependency paradigms) as a realistic counter-strategy has a chance to succeed only if an organic bond can be forged internationally between the grass-roots movement in the West and in the Third World. Networking' may be a crucial step towards its materialization. As a step towards this, the participants at a 1946 conference on Communication, Development and Human Rights held in Rome, recom-

mended that transnational networks of communica-tion, solidarity, and support be developed between local and national groups and organizations to give some protection to vulnerable groups. (Fifty-five references are attached.) (RAE)

ED 297 386

CS 506 281

Servaes, Jan
The Many Faces of Power, Ideology and Culture:
In Search of a More Interpretative Communica-

in Search is a state than the fine Research.

Pub Date—May 88

Note—22p.; Paper presented at the Annual Conference of the International Communication Association (38th, New Orleans, LA, May 29-June 2,

Pub Type— Speeches/Meeting Papers (150) — Information Analyses (070) — Opinion Papers (120)

formation Analyses (070) — Opinion Papers (120)
(120)
EDRS Price - MF01/PC01 Plus Postaga.
Descriptors—"Communication Research, "Cultural Context, "Ideology, "Intercultural Communication, Power Structure, Research Design, "Social Theories Identifiers—Interpretive Research, Power By focusing on concepts of power, culture, and ideology in light of new socio-cultural and anthropological interpretations with regard to their use intermational, intercultural, and cross-cultural communication research, an outline for the framework of a more hermeneutic-interpretive approach to the study of communication and socio-cultural change can be developed. Culture is not only a visible, non-natural environment of individual and organized subjects, but also and primarily his, her, or their normative context. In the patterning of their social existence, people continually make, principally unconsciously, choices that are directed by the applicable intracultural values and options. The social reality can then be seen as a reality constituted and cultivated on the basis of particular values, a reality in which the value system and the social system are completely interwoven and imbued with the activity of each other. In other words, in the study of concrete cases, it is necessary to be attentive to the following aspects: (1) the characteristics the activity of each other. In other words, in the study of concrete cases, it is necessary to be attentive to the following aspects: (1) the characteristics and dimensions of the cultural reference framework (i.e. the world view, the ethos, and their symbolic representation); (2) the interaction and interrelation with the environment of power and interest; and (3) the 'ideological apparatuses' by which the cultural reference framework is produced and through which it is at the same time disseminated. (Sixty-three references and one table of data are attached.) (RAE)

ty-three references and one table of data are attached.) (RAE)

ED 297 387

CS 506 282

McDonald, Daniel G. Glynn, Carroll J.

Rural Communication and Collective Coorientation: The Case of Acid Rain.

Pub Date—Jul 88

Note—45p; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (79th, Portland, OR, July 2-5, 1988).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Communication Research, Community Attitudes, Interpersonal Communication, Models, Public Opinion, "Rural Areas, "Social Cognition Identifiers—Acid Rain, Canada, "Collectivities, "Coorientational Model, United States Although originally developed in terms of interpersonal systems, the coorientational strategy model can be modified and used for research on the communication of collectivities. The proposed changes to the coorientational framework would permit examination of constructs of greater verisimilitude to theoretical reasoning of the behavior and cognition of members of groups and collectivities, as well as enable more flexible analyses of constructs associated with groups larger than the dyad. To test these proposed changes, subjects, 1,233 residents of a predominantly rural area of the northeastern United States and a comparable area in Ontario, Canada, were interviewed on their perceptions and knowledge of the topical concern of acid rain. Results suggest that while the coorientational framework has been readily adapted by researchers investigating groups and collectivities, the interpersonal nature of the model to current public opinion research is of the model to current public opinion research is

also readily apparent. Results also suggest that the perceptual accuracy may not lie solely within the realm of the perceiver, but, as common sense would dictate, the communicator has a fairly large role in affecting accuracy. (One figure and six tables of data are included, and an appendix of variables of theoretical interest in the collective coorientation model and 43 references are attached.) (MS)

ED 297 388

CS 506 285

Bode, Robert Allen

Mohandas Karamchand Gandhi's Rhetorical and

Ethical Perspective: A Novel Approach.

Pub Date—Nov 88

Note—27p; Paper presented at the Annual Meeting of the Sieech Communication Association (74th, New Orleans, LA, November 3-6, 1988).

For related document, see CS 506 286.

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143) — Information Analyses (070)

ports - Research (143) — Information Analyses (070)

EDRS Price - MP01/PC02 Plus Postage.
Descriptors—"Communication Research, "Ethics, Foreign Countries, Interpersonal Relationship, Research Needs, "Rhetorical Criticism, "Speech Communication, "Violence Identifiers—"Gandhi (Mahastma), India, "Nonviolence, Passivity, Power, Rhetorical Strategies In order to discover whether Mohandas Karamchand Gandhi's rhetorical perspective has provided a unique ethical perspective of communication, a review of the literature on existing ethical perspectives of communication would be in order. Ronald C. Arnett and Richard L. Johannesen, two contemporary researchers, have provided thorough reviews of ethical perspectives. Their ideas provide a clear backdrop against which Gandhi's perspective may be analyzed. At the center of Gandhi's rhetorical perspective is both the implicit and explicit rejection of violence. He assumed communication can be nonviolent and violent, and that distinctions between means and ends of communication can be collapsed. In addition, Gandhi sasumed communicators (1) are active rather than passive; (2) share power; and (3) should focus on preserving relationships. Gandhi's unique view of rhetoric, of communication and of communication can be seen as a contribution to society's understanding of the ethnicality of rhetoric. (Twenty-nine notes are included, and 10 references are appended.) (MS)

ED 297 389

CS 506 286

ED 297 389

Bode. Robert Allen
Gandhi's Nonviolent Rhetorical Perspective: A
Unique Strategy for Peace Communication.
Pub Date—Nov 88
Note—22p.; Paper presented at the Annual Meeting of the Speech Communication Association
(74th, New Orleans, LA, November 3-6, 1988).
For related document, see CS 506 285.
Pub Type— Speeches/Meeting Papers (150) —
Opinion Papers (120) — Historical Materials
(060)

(060)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Communication (Thought Transfer),
Foreign Countries, International Relations, Interpersonal Relationship, \*Peace, \*Philosophy, Poitical Issues, \*Rhetorical Criticism, Social
Change, \*Violence
Identifiers—\*Gandhi (Mahatma), India, \*Nonviolence, Political Communication, Rhetorical Strat-

Identifiers—Gandan (Manatuma), India, "Nomvo-lence, Political Communication, Rhetorical Strat-egies
Analysis of Mohandas Karamchand Gandhi's philosophy and rhetoric during a particular campaign for social change will show that his strategies for social change, commonly referred to as "Satya-graha," are rooted in a unique rhetorical perspec-tive. Gandhi repeatedly warned against the use of violent speech and acts, and he has prescribed and described what he meant by such speech and acts. Gandhi believed that violence was found in forms of speech. Nonviolent speech and acts, according to Gandhi, appear to be applicable to many communi-cation situations and can be viewed as appropriate across situations, which meant that he had to at-tempt to answer the difficult question of how to translate them into practice. His answers were gen-erally vague but he frequently reiterated that all responses were nonviolent. Gandhi felt nonviolent action was capable of being applied in both interper-sonal and international contexts. Gandhi was an in-dividual who offered a uniquely nonviolent rhetorical perspective that may be effectively em-ployed by persons who strive to use peaceful com-munication strategies. (Fifty-eight notes are included, and 24 references are appended.) (MS)

CS 506 287

James M. And Others al Communication and Imagined In-Honeycutt, Jo

Intrapersonal Communication and Imagined Interactions.
Pub Date—Nov 87
Note—41p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987). This document contains small print.
Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)
EDRS Price - MFBI/PC32 Plus Postage.
Descriptors—\*Cognitive Processes, Communication Research, Higher Education, "Interpersonal Relationship, "Loneliness, "Significant Others Identifiers—"Intrapersonal Communication, Symbolic Interaction, UCLA Loneliness Scale "Imagined interactions," which refer to a cognitive process whereby individuals imagine themselves having conversations with significant others, captures a dimension of intrapersonal communication barely understood by communication researchers. To examine this multifunctional concept, a study considered the role of "imagined interactions" in message selection and interpretation and interpretations tend to occur with romantic partners, members of the opposite-sex, and family members; (2) imagined interactions have relational significance; (3) respondents would report that the self talks more than the other in imagined interactions from the interaction of interpretation and more negative emotions from the imagined interactions than nonlonely individuals; (5) many of imagined interactions from the internaction of data are included, and 39 references are appended.) (M5)
ED 297 391

Camer Danne Committe Carlo

ED 297 391 CS 506 289

The Communication Needs of a Local Not-For-Profit in Relation to Local Community Re-

For-Frofit in Relation to Local Community Resources.

Pub Date—Jul 88

Note—21p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Fortland, OR, July 2-5, 1988). Document contains light type.

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MP01/PC01 Plus Postage.

Descriptors—Advertising, Communication Problems, Communication Research, Community Resources, \*Nonprofit Organizations, Organizational Communication, \*Public Relations

Sources, Communication, "Public Relations
Identifiers—Advertising Effectiveness, Communication Behavior, Communication Directors
To assess the communication practices of notfour-profit (NFP) agencies, a study conducted a local
survey of 105 NFP organizations in Cieveland,
Ohio, in the spring of 1987, specifically examining
their public relations activities and campaigns which
manage and diffuse information about NFPs to the
larger community. First, a focus group sample of 16
communication directors at the NFPs generated
survey questions. Then, a second sample of directors at each organization responded to a 20-minute
telephone interview. Respondents answered questions covering general aspects of the agency's public
relations operations, the agency's largest promotional effort of 1987, and the evaluation methods
used in their campaigns. Findings revealed that the
majority of NFPs did not use community resources.
Results also revealed a lack of knowledge on communication concepts, campaigns, and campaign
evaluation. (Four tables of data are appended.)
(MM)

ED 297 392 CS 506 290

ED 297 392 CS 506 290
Schwarzman, Roy
The Life-Embeddedness of Argumentation: A Prelade to Treating Arguments as Exhoristions.
Pub Date—Nov 88
Note—37p.; Paper presented at the Annual Meeting of the Speech Communication Association
(74th, New Orleans, LA, November 3-6, 1988).
Pub Type—Speeches/Meeting Papers (150) —
Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Communication Research, \*Persuasive Discourse, \*Rhetorical Criticism, Theories,

Descriptors—Communication Research, \*Persuasive Discourse, \*Rhetorical Criticism, Theories, Verbal Communication
Identifiers—Exhortation, Rhetorical Devices, \*Rhetorical Theory, Rhetorica Sepistemic Argumentation is fundamentally exhortative arguments can be understood as invitations to emulate the lives of those who make the arguments. The human exemplar of an argument's substance, e.g., Jesus Christ as exemplar of Christianity, is the paradigm for this theory in which the arguer's identity is seen both as equal in importance to and inseparable from the argument's contents. Just as Ludwig Witgenstein contends that linguistic activity occurs within a form of life, the exhortative theory shows that argumentation is an activity inextricably bound to human conduct. Paradigms such as storytelling, jurisprudence, and scientific method have been used to describe argument, but these attempts to universalize do not allow for the diversity of forms of argument. The exhortative theory does not supplant current theories of argumentation but adds to them. (Forty-five references are attached.) (MHC)

ED 297 393 CS 506 291 Byers, Peggy Yuhas Wilcox, James R. CS 506 29
Focus Groups: An Alternative Method of Gathering Qualitative Data in Communication Re-

search.
Pub Date—Nov 88
Note—19p.; Paper presented at the Annual Meeting of the Speech Communication Association (74th, New Orleans, LA, November 3-6, 1988).
Pub Type—Speeches/Meeting Papers (150) — Reports - Evaluative (142) — Information Analyses (070)

ruo 1ype—speeches/ Meeting Papers (150) — Reports - Evaluative (142) — Information Analyses (070)
EDBS Price - MFBI/PCBI Plus Pestage.
Descriptors—"Communication Research, "Data Collection, Data Interpretation, Discussion Groups, Interview, "Qualitative Research, Research Methodology [dentifiers—"Focus Groups Approach Communication scholars should be skilled in the use of focus groups in communication research and in interpreting the data this approach generates. The focus group is a discussion group that concentrates on a particular topic or topics and typically consists of eight to 12 participants. The group is facilitated by a moderator who follows a relatively unstructured interview guide and plays a key role in the success of the group. Focus groups can provide: (1) data which is not obtainable through paper and pencil self-report measures or observational measures; and (2) the opportunity to obtain data which is not necessarily germane to any particular group or setting. This provides qualitative information to expose underlying attitudes, opinions, and behavior patterns. The advantages of focus groups are the release of inhibition by the participants, the generation of a valuable source of exploratory information when little is known beforehand about the researcher's topic of interest. The disadvantages are the interviewe's responses toward the interview situation itself, the concept of social desirability, and biased results. In three specific applications of focus group methodology (two doctoral dissertations and an organizational communication research, the focus group appears to be the "best," if not the only way, of obtaining the data to achieve the research objective. (Eighteen references are appended.) (MS)

(Eighteen references are appended.) (MS)

ED 297 394

CS 506 292

Sherbion, John

Speech Accommodation and the Influence of Dyad

Sexual Compositions.

Pub Date—Feb 88

Note—26p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (San Diego, CA, February 20-23, 1988).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF9I/PC02 Plus Postage.

Descriptors—Communication Research, Females, Interpersonal Relationship, Males, "Sexual Identitiers—"Communication Stress Variables Identifiers—"Communication Behavior, "Speech Accommodation, Speech Rate

A study investigated the influence of conversational dyads' sexual composition upon the accommodation of speaking characteristics—turn duration, speaking rate, and vocal jitter. Subjects, 130 undergraduate students, were assigned to 65 dyads (with control for male-male, male-female, and female-fe-

male). In a sound studio, each participant in the pair recorded a sample sentence. The participants then read a description of a problem situation and discussed it for 15 minutes. After discussion, participants recorded the same sample sentence. A series of five measures, constructed from a chart produced by a psychological stress evaluator (PSE), indexed the accommodation process. Measures consisted of: (1) speaking rate; (2) utterance length; (3) vocal pitter count; (4) relative amplitude of jitter peaks; and (5) jitter amplitude during the first steady state portion of a word. Results indicated that the sex of the conversational speaker was not a consistently significant influence. Except in one case, the sex of the conversational partner was not significant when that partner was female. However, when the conversational partner was not significant when that partner was female. However, when the conversational partner was not significant when that partner was female. However, when the conversational partner was not significant when that partner was female. However, when the conversational partner was not significant when that partner was female. However, when the conversational partner was not significant when that partner was female. However, when the conversational partner was not significant when that partner was female. However, when the conversational partner was not significant when the partner was not significant when the conversational partner was not significant when the partner was not significant when the conversational partner was not a consistently significant produced in the conversation of the sex of the conversational partner was not a consistently significant predictor of the sex of the conversational partner was not a consistently significant predictor of the sex of the conversation of the sex of the conversa

ED 297 395 CS 506 294

ED 297 395 CS 506 294
Nelson, Gayle
Oliver North's Testimony before the U.S. Congress' Select Committee on Secret Military
Assistance to Iran and Nicaragusan Opposition: A
Fantasy Theme Analysis.
Pub Date—Nov 88
Note—25p.; Paper presented at the Annual Meeting of the Speech Communication Association
Convention (74th, New Orleans, LA, November
3-6, 1988).
Pub Type— Speeches/Meeting Papers (150) —
Opinion Papers (120) — Historical Materials (060)

Pub Type open (120) — Historica (060) (060) EDRS Price - MF01/PC01 Plus Postage. Descriptors—\*Audience Response, Discourse Analysis, Foreign Countries, International Cooperation, \*Mass Media Effects, National Security, \*Public Opinion, \*Rhetorical Criticism, Terror-

Identifiers—\*Fantasy Theme Analysis, Iran, \*Iran Contra Hearing, Nicaragua, Rhetorical Effective-

Contra Hearing, Nicaragua, Rhetorical Effectiveness
How did Oliver North, who appeared to be a criminal and a liar, become an American hero? First the context must be considered. The Iran-Contra Affair was extremely complex with actors ranging from Eugene Hasenfus to President Ronald Reagan and settings ranging from Nicaragua to Israel to Iran. This complexity extended to the televised hearings where a cacophony of voices asked questions, reprimanded lawyers, and presented reams of sometimes contradictory evidence. Part of North's appeal stemmed from his unified rhetorical vision which extended the familiar cold war rhetoric to include Arab terrorism. This coherence was attractive to many Americans. In addition, his rhetorical vision depicted the United States as the defender of the weak and the champion of democracy. Another part of North's appeal stemmed from his white knight, clean-cut, patriotic, handsome father and husband persona who fought three villains: communism, terrorism, and "the system." Many Americans feel enmity, fear, or frustration toward at least one of these three phenomena. Americans often feel powerless and many feel that one voice, one vote doesn't matter. North demonstrated that one person can make a difference. North's persona as the Christian, clean-cut all-American marine who was a loving husband and father, a secretive James Bond, a gun-toting cowboy who went against conventions, and an underdog, an individualist who stood up for his beliefs, won the hearts and minds of many Americans. (Twenty-one references are attached.) (RAE)

ED 297 396

CS 506 295

Watson, Arden K. Monroe, Eula E.

Communication Apprehension, Teacher Perception, Intelligence, and Academic Achievement: A Correlational Study.

Pub Date—Nov 87

Note—20p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).

Pub Type—Speeches/ Meeting Papers (150) — Reports - Research (143)

EDRS Price - MPDI/PCDI Plus Postage.

Descriptors—"Academic Achievement, "Communication Apprehension, Communication Research, Correlation, Elementary Education, "Intelligence, Public Schools, Student Behavior,

Teacher Attitudes, Teacher Student Relationship dentifiers—Self Report Measures To determine which variables best predict aca-

Identifiers—Self Report Measures

To determine which variables best predict academic achievement, a study explored relationships among teacher perception of student communication apprehension (CA), intelligence, academic achievement, and self-reported CA in 203 public elementary school students, ages 8 to 12 years in grades 3-6. The Personal Report of Communication Fear (a 14-item self-report inventory) was used to measure levels of CA. Davey's Communication Apprehension Behavior Inventory was used to record teacher perception of CA among subjects. Academic achievement measures consisted of the total battery scaled score on the Comprehensive Tests of Basic Skills, and intelligence data (IQ) were derived from the Test of Cognitive Skills, which was administered in conjunction with the achievement battery. Results indicated that the best predictor of CA included only two variables—intelligence and teacher perception of CA—with the latter sharing little variance with achievement. A predictor model based on both intelligence alone. Intelligence correlated significantly with achievement, and CA correlated with achievement of CA. Teacher perception of CA overselated intelligence. (Two tables of CA overselated negatively with achievement and IQ. CA was not found to correlate significantly with achievement or intelligence. (Two tables of data are included, and 35 references are attached.) (MM)

ED 297 397

CS 506 296

Watson, Arden K.
Helping Developmental Students Overcome Com-munication Apprehension.
Pub Date—Nov 87

Helping Developmental Students Overcome Communication Apprehension.

Pub Date—Nov 87

Note—20p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).

Pub Type—Speeches; Meeting Papers (150) — Information Analyses (070) — Guides - Classroom - Teacher (052)

EDRS Price - MFBI/PCH Plus Postage.

Descriptor—Anxiety, Cognitive Measurement, "Cognitive Restructuring, "Communication Apprehension, "Communication Skills, Curriculum Development, "Desensitization, Evaluation Methods, "High Risk Students Identifiers—"Developmental Students, "Personal Report of Communication Apprehension Since 20% of all college students experience communication apprehension (CA), the developmental student student, distinguished by lower than average academic scores, may also experience this inhibiting fear of communication. Characteristics of the developmental communication apprehensive student indicate that a program for overcoming communication apprehension shoul include individual assessment for each developmental student and a structured allevisation curriculum. Allevistion of communication apprehension, whether related to conditioned anxiety, negative cognitive appraisal, or skills deficit, may be approached through systematic desensitization, cognitive modification, and goal setting. Assessment inventories for types of communication concerns, such as the Personal Report of Communication apprehension-24, may influence a decision as to whether or not high-scoring students might be candidates for the developmental CA alleviation program. Use of alleviation techniques, such as systematic desensitization cognitive modification and goal setting are helpful when applied according to individual concerns. Appropriate materials to help alleviate CA, such as Robert Mager's "Goal Analysis," or Gerald M. Phillips and Treatment," are available. (Twenty-nine references are attached.) (RAE)

ED 297 398 Watson, Arden K. Communication ommunication Apprehension: Student Demo-graphic Characteristics at The Pennsylvania State University.

CS 506 297

State University.

Pub Date—[87]

Note—17p.; Some pages contain light type.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Communication Apprehens

Communication Research, "Communication

Skills, Higher Education, "High Risk Stude

Potential Dropouts, "Speech Communicator Identifiers—\*Personal Report of Communicator Identifiers—\*Personal Report of Communication Identifiers Identifiers Identifi

Apprehension
A study surveyed communication apprehension
(CA) among the college student population. Persons
in higher education are concerned about determining whether or not sufficient assistance is available ing whether or not sufficient assistance is available to students for whom communication apprehension appears to be problematic. Subjects, 2,377 students in speech classes on 11 campuses of The Pennsylvania State University, were administered the Personal Report of Communication Apprehension-24, a 24-item Likert-type scale which measures rait-like apprehension in four contexts groups, formal meetings, two-party conversation, and public speaking. Results indicated that apprehensive students were more likely to: (1) attend Commonwealth campuses rather than University Park; (2) be in their freshman or sophomore year; (3) choose Science, Health and Human Development, or Education majors rather than Liberal Arts and Communications majors; and (4) to have not taken high nications majors; and (4) to have not taken high school speech. (Twenty-nine notes are included.)

school speech. (Twenty-nine notes are included.) (RAE)

ED 297 399

CS 506 298

Watson, Arden K.

Effects of Systematic Desensitization in the Alleviation of Communication Apprehension.

Pub Date—Apr 88

Note—17p.; Paper presented at the Annual Meeting of the Eastern Communication Association (79th, Baltimore, MD, April 27-May 1, 1988).

Pub Type—Reports—Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MP61/PC01 Plus Postage.

Descriptors—Attitude Change, \*Behavior Change, \*Communication Apprehension, Communication Research, Desensitization, Higher Education, \*Public Speaking, Relaxation Training, Student Attitudes, Student Behavior Identifiers—Personal Report of Communication A study examined stages and objectives of a systematic Desensitization is effects on subject reported apprehension levels and perceived benefits and behavior changes toward public speaking. Subjects, 19 freshmen and sophomore university students, were administered the Personal Report of Communication Apprehension-24 (PRCA-24). Subjects scoring above average in communication apprehension participated in the profile activities to lessen negative cognitive appraisal and skills deffeit. During six consecutive weeks subjects listened to six SD audiotages contained in "Building Speech Confidence: A Program for Coping with Speech Anxiety." The program used behavior therapy techniques in a pattern of muscle relaxation exercises, visualization activities acting as a substitute for preparing and delivering speeches, and a combination of relaxation and visualization designed to enable subjects to reduce for subjects in the SD program completion. Results showed significant differences between pre—and posttest PRCA-24 scores for subjects in the SD program content coding revealed that the program was perceived as relaxing, beliful, of assistance in speaking and in visualizing fearful scenes. Perceived behavioral changes included ability to control anxiety when speaking, ability to relax, change in a stitude, ability to visualize, and abilit (Three tables tached.) (MM)

CS 506 299

Slaght, Ralph L.
Thinking and Doing: Technological Literacy Re-

Pub Date—Mar 88

Pub Date—Mar 88

Note—11p.; Paper presented at the Annual Meeting of the Fopular Culture Association (18th, New Orleans, LA, March 23-26, 1988).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/F01 Plus Pestage.

Descriptors—\*College Faculty, \*Computer Literacy, \*Faculty Development, Grants, Higher Education, Liberal Arts, Mathematical Enrichment, Scientific Literacy, \*Technological Literacy, Undergraduate Students

Identifiers—\*Lafayette College PA, \*Sloan Foundation

casion
In 1982, the Alfred P. Sloan Foundation recogmized that many of the graduates of the colleges and
universities in this country were technologically and
mathematically illiterate, and an attempt to begin to

remedy this serious shortcoming was launched in their New Liberal Arts Program. Lafayette College in Pennsylvania was one of the 30 liberal arts colleges invited to submit proposals to the Sloan Foundation for funds to be used in remedying these deficiencies in their own student bodies. The need was for a technologically literate faculty which would breach the barricades of prejudice and remove the hostilities and misconceptions, for the mutual benefit of everyone, between the engineers and the humanities and social science faculty. Faculty seminars were the prime ingredient of the proposal, as well as conference support, released time for study, course development funds, computer education and software acquisition support, funds for free the acquisition of library materials, guest lecturers, and-after the program was underway-diverted funds for a mathematics workshop for faculty. Necessary components for success in this enterprise were: (1) a supportive administration, one which encourages innovation and which provides flexibility in teaching assignments; (2) an intellectually alive faculty committed not only to excellence in their own disciplines but also to the meaningful liberal education of their students; (3) organized and committed program and seminar leaders; and (4) people with technical skills who can present their technical knowledge to others in a noncondescending and jargon-free way. (RAE)

CS 506 300

Wentziaff, Sue L.
Honors Students and a Basic Speech-Communica-tion Course: Techniques for Meeting Their Needs.

Needs. ib Date—Feb 88

Note—25p.; Paper presented at the Midwest Basic Course Directors Conference (Dayton, OH, Feb-

Note—25b.; Paper presented at the Midwest Basic Course Directors Conference (Dayton, OH, February 4-6, 1988).

Pub Type— Speeches/Meeting Papers (150)—
Guides—Classroom—Teacher (052)— Reports—Research (143)

EDBS Price — MFBI/PCII Plus Pustage.

Descriptors—Academically Gifted, "Cognitive Style, College Instruction, College Students, Communication Research, Educational Practices, Higher Education, "Honors Curriculum, Learning Strategies, "Speech Communication Research, Educational Practices, Higher Education, "Honors Curriculum, Student Needs Identifiers—Speech Communication Education.

A study of the preferences of 49 college honors students enrolled in a basic speech-communication course demonstrated that current teaching practices in honors courses do not match the students" optimal learning styles. The students answered questions about their expectations and experiences in an honors speech-communication course and 25 of them completed the Grasha-Reichman Question-naire which assesses learning styles. Results indicated that students were interested in improving skills, not just learning theory. While the results also indicated that the students preferred collaborative and participant styles, most teaching approaches can be adapted to promote collaboration and participant styles, most teaching approaches can be adapted to promote collaboration and participant styles, most teaching approaches can be adapted to promote collaboration and participant styles, most teaching approaches, and team debate. (Four tables of data are included, and an appendix of learning style definitions is attached.) (MHC)

ED 297 402

CS 506 302

EM 287 402 CS 506 302

Robbins, Brace
Crestive Dramatics in the Language Arts Classroom. ERIC Digest Number 7, 1988.

ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research
and Improvement (ED), Washington, DC.

Pub Date—88
Contract—R1888062001

Note—38

Contract—R1888062001
Note—3p.
Pub Type—Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MP01/POI Plus Postage.
Descriptors—"Creative Dramatics, "Drama, Elementary Secondary Education, "Inguish Instruction, "Language Arts, Readers Theater, Role Playing, Simulation, Teaching Methods Identifiers—"Drama in Education, ERIC Digests, Facilitators, Improvisation
Literature on classroom drama suggests that there is considerable untapped potential for using drama as a teaching method in the English classroom.
Studies have shown that high school students using

dramatic enactment experienced more instances of higher order thinking, more topic-specific emotions, decreased apprehension, and less topic-irrelevant thought than students in the non-faramatic mode. Drama has varied applications in the classroom, including improvisation; role-playing; readers' theater; choral readings; and writing and producing radio programs, television screenplays, or documentaries. In using drama in the classroom, the teacher becomes a facilitator rather than an authority or the source of knowledge. As collaborator and guide, the teacher sets the topic and starts things in motion, but the students' choices determine the course the lesson will take. With practice, teachers of English will discover that the use of drama techniques in the classroom can become a vital part of their teaching repertoire. (MS)

CS 506 303

ED 297 403 CS 506 303 Williams, M. Michael Studying Photographic Advertising Illustrations and Their Effects.
Pub Date—Jul 38 Note—30p; Paper presented at the Annual Meeting of the Association for Education in Journalism and mass Communication (71st, Portland, OR, July 2-5, 1988).

July 2-5, 1988).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MP01/PC02 Plus Postage.

Descriptors—Advertising. \*Classification, Color, \*Commercial Art, Cultural Context, Information Sources, Lighting, Media Research, Memory, \*Nonprint Medis, Photographic Equipment, \*Photographs, Television Viewing, Visual Perception, \*Visual Stimuli Mentifiers—Advertising Effectiveness, Camera Angles, \*Image Analysis

A study examined the status of research on effects of pictorial advertising and areas within the field which need additional work. The method of investigation was based on a model of memory, incorporations.

of pictorial advertising and areas within the field which need additional work. The method of investigation was based on a model of memory, incorporating emotional, semantic, and episodic processing of information-focusing primarily on constructing a preliminary taxonomy of visual stimuli, a visual vocabulary for photographically produced images as used in the American culture in 1987. Three variables in the processed image-color, lighting, and camera angle-serve as examples of components of the taxonomy which are separately investigated. Results showed that the culture in which a person lives is a mediating variable between the observer and the perception. The three taxonomic categories can be applied to intercultural perceptual differences. Puture testing will be facilitated by computer-based photographic image editing equipment such as Scietx or Hell, which makes it possible to insert or remove selected parts of photographs, modify colors within a photograph, and integrate multiple images. (One figure and 44 references are attached.) (RAE)

ED 297 404 CS 506 304 dletsky, Leo cation Activities: Repre-

Intrapersonal Communication Senting Experience
Pub Date—Nov 88

senting Experience.
Pub Date—Nov 88
Note—32p; Paper prepared for the Annual Meeting of the Speech Communication Association (74th, New Orleans, LA, November 3-6, 1988).
Pub Type—Speeches/Meeting Papers (150)—Guides—Clasaroom—Teacher (052)
EDRS Price—MF0L/PC02 Plus Postage.
Descriptors—"Cognitive Processes, Communication Skills, Higher Education, "Learning Strategies, Student Journals, "Teacher Developed Materials, Verbal Learning, Visual Learning Identifiers—"Intrapersonal Communication Designed to help students observe and learn about how they individually represent experience and assign meaning, the exercises in this paper are intended for use in courses on intrapersonal communication or in course units on cognitive aspects of communication. The journal exercise is described in terms of its goals, approaches to it, and includes some sample entries from student journals. Coding analysis (focusing on how a stimulus is represented in memory and the stributes that play a role in retention and retrieval) is the subject of exercises dealing with verbal, semantic, and visual coding. The verbal coding exercise contains goals, approach, materials, and an analysis. The paper presents an introduction, instructions, and a discussion with the visual coding exercise. Depth of processing (the idea that the more deeply we process stimuli, the more likely we are to remember those

stimuli) is the subject of an exercise focusing on structural versus semantic analysis, with an intro-duction, goals, approach, as well as all materials necessary for the exercise. A 10-item bibliography concludes the paper. (SR)

ED 297 405 CS 506 305

Smith, Carl B. Teacher Decision-Making, Pub Date—27 Jun 88

Pub Date—27 Jun 88

Note—21p.: Paper presented at the Prince George's
County Conference of Reading Teachers (Prince
George's County, MD, June 27, 1988) and at the
Meeting of the Syracuse Reading Adoption Committee (Syracuse, NY, July 7, 1988).
Pub Type—Speeches/Meeting Papers (150) — Reports - Evaluative (142)
ETBS Price - MF01/POSI Plus Postage.

EDRS Price - MF01/PC01 Plus Postag

ports - Evaluative (142)
EDRS Price - MP61/PO51 Plus Postage.
Descriptors—Classroom Environment, Classroom
Research, "Decision Making, Elementary Secondary Education," Teacher Attitudes, "Teacher
Behavior, Teacher Characteristics, Teacher Response, Teacher Characteristics, Teacher Response, Teacher Conditions
Identifiers—"Decision Analysis, Decision Analysis
Technique, Teacher Needs, "Teacher Thinking,
Teaching Perspectives, Teaching Research
Since teaching is fundamentally a decision-making process, analyzing teachers' decisions can lead
to a better understanding of learning and of management in the classroom. Three major features of
teacher decision making are (1) that teaching is an
intensely active profession; (2) that most of the
work of teaching occurs in a group setting; and (3)
that teachers work in isolation from both their administrative superiors and their peers. Assumptions
which can be made about teacher decision making
are, first, that teachers are rational professionals
who carry out decisions in an uncertain, complex
environment and, second, that a teacher's behavior
is guided by his or her thoughts, judgments, and
decisions. Favored methods for collecting data on
teachers' mental processes are case study and ethnography, policy capturing, less modelins. process decisions. Favored methods for collecting data on teachers' mental processes are case study and ethnography, policy capturing, lens modeling, process tracing, and stimulated recall. A study by Barbara Garner Koech demonstrates that the most effective means of collecting valid data on teachers' decision making is a multi-method, multiple case study approach. (Three figures indicating typical daily and weekly responsibilities of teachers are included. Nineteen references are attached.) (MHC)

ED 297 406 CS 506 306

Biggers, Thompson Decreasing Com-Decreasing Communication Speech Training.

Pub Date—[88] nication Anxiety through Pub-

Note—179.
Pub Type— Reports - Research (143)
EDRS Price - MF01 Plus Portage, PC Not Available from EDRS.

EDRS Pries - MF01 Plus Portage, PC Not Available from EDRS.

Descriptors—"Communication Apprehension, Communication Research, Emotional Response, Higher Education, 'Instructional Effectiveness, "Public Speaking, Speech Communication, "Speech Instruction Identifiers—Communication Behavior A study investigated the time honored notion that students who successfully complete a basic course in public speaking will experience less anxiety about speech situations, and will have significantly different emotional reactions to potential public speaking situations. Scales to measure communication apprehension, speech anxiety, and pleasure, arousal, and dominance as trait emotions (personality characteristics) and as state emotions (personality characteristics) and as state emotions (personality characteristics) and as state emotions of the speaking class at the beginning and end of the semester. Classes ranged in size from 15 to 24 students. Results showed that successful completion of the course did indeed reduce anxiety about public speaking, and that subjects' trait emotions remained constant. State emotions of pleasure were neutral and unchanged, arousal was reduced, and dominance was higher. This lends support to the notion that traits are predispositions but that cognitive change can intervene between them and state reactions; thus higher feelings of mastery and control in a public speech situation are associated with lower anxiety. (One table of data is included and 12 references are attached.) (SR)

ED 297 407 CS 506 307 Curtis, Dan B. And Others
A Survey of Business Preferences for College

Pub Date-88

Pub Date—88
Note—27p.; Paper presented at the Annual Meeting of the Speech Communication Association (74th, New Orleans, LA, November 3-6, 1988). Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MFDI./PCO2 Plas Postage.
Descriptors—Academic Education, "Administrator Qualifications, "Business Skills, "College Graduates, Communication Research, "Communication Skills, "Employment Opportunities, "Employment Qualifications, Higher Education, Job Performance, Listening, Speech Communication Identifiers—"Management Skills
To answer questions regarding what factors contribute most to job search success in business and a business career, what specific courses contribute most to career success, and what would be the basic skills of an ideal manager, a study assessed the relative importance of various factors, skills, and courses in the hiring and advancement of employees of business, industrial, and governmental agencies based in the United States. Answers to a survey questionnaire, sent to 1,000 personnel managers listed as members of The American Society of Personnel Administrators in the United States, included 428 usable responses. Results indicate that the skills most valued in the contemporary job-entry market are communications skills (including oral communication), (Four tables of data are included, and 14 references and a questionnaire are appended.) (MS) and a questionnaire are appended.) (MS)

ED 297 408 CS 506 308

Hanson, Colan T. What Are the Options: The Philosophy of Using Ballots, Pub Date-Nov 87

Note—13p.; Paper presented at the Annual Meet-ing of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1988).

(13td, Boston, MA, November 3-8, 1988).
Pub Type— Speeches/Meeting Papers (150) —
Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Competition, \*Judges, Persuasive
Discourse, Secondary Education, \*Speech Communication, Student Attitudes, Theories
Identifiers—\*Debate Coaches, \*Debate Tourna-

Identifiers—\*Debate Coaches, \*Debate Tournaments
This paper explores a philosophical framework for using the ballots which a contestant receives as part of one's participation in a forensic tournament. The central thesis of this theoretical article suggests that coaches need to prepare their students for the criticism they will encounter on judge ballots. The argument is made for establishing (1) a perspective for responding to criticism; (2) a procedure for reading the critical comments; and (3) a means of interpreting and classifying the comments of judges. The importance of the judge's functioning in the role of a critic-educator is emphasized in the paper as an intervening variable in deciding what use to make of tournament ballots. The paper concludes that if coaches choose to develop a plan for dealing with ballots, consideration ought to be given to developing a healthy attitude toward comments as a source of growth, as a tool of acknowledging one's successes, and as a means of gaining knowledge about one's self-concept. (MS)

ED 297 409 CS 506 311

ED 297 409

Schwartzman, Roy

Political Myth and Social Action: John C. Calhoun's Defense of Nullification.

Pub Date—Nov 88

Note—319,: Paper presented at the Annual Meeting of the Speech Communication Association (74th, New Orleans, LA, November 3-6, 1988).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF0I/PC02 Plas Postage.
Descriptors—Case Studies, Constitutional History, "Discourse Analysis, "Mythology, "Persuasive Discourse, Political Issues, "Rhetorical Criticism, Speeches, United States History Identifiers—"Archetypes, Calhoun (John C), Nimetenth Century Rhetoric, Political Action, "Political Rhetoric, Rhetorical Devices A mythic interpretive framework can explain how the use of an uncontested term—a word which "seems to invite a contest, but which apparently is not so regarded in its own context"—is legitimated and perpetuated. By examining John C. Calhoun's mullification rhetoric as a case study of political myth (specifically his "Disquisition on Government" and Senate speeches opposing the Force

Bill), this persuasive character of myth comes more clearly into focus. Arguing for the nullification of the Federal Government, Calhoun's rhetoric evoked the mythic elements of absolute good and evil, conspiracy, and heroes and redemption. Political myths such as these channel audiences' actions, particularly through the use of uncontested terms, and can therefore become grounds for action as well as belief. Critical judgments of rhetorical dynamics should be based as much on mythically and narratively generated insight as on historical hindsight. (Thirty references are appended.) (MM)

ED 297 410 CS 506 313 Pollack, Hilary L.

Couestioning Strategies To Encourage Critical Thinking. North Dakota Univ., Grand Forks. Center for Teaching and Learning. Pub Dato—Sep 88

Note—11p.

Journal Cit—Insights into Open Education; v21 n1

Pub Type— Journal Articles (080) — Reports - Descriptive (141) — Guides - Classroom - Teacher (052)

(052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academically Gifted, \*Classroom Techniques, \*Critical Thinking, Deduction, Grade 4, Intermediate Grades, Naturalistic Observation, \*Questioning Techniques, Teaching Methods

Methods
Identifiers—Open Ended Questions
In an attempt to explore the type of classroom
environment that contributes to the development of
critical thinking, and the questioning techniques
and strategies employed there, prolonged observation was conducted in a fourth grade gifted classand strategies employed there, prolonged observation was conducted in a fourth grade gifted classroom. The teacher of this classroom attempted to
relate all her questioning strategies to the enhancement of higher level thinking skills. Open-ended
questions (not having one right answer) encouraged
independent critical thought as well as creativity.
The children understood that all thoughtful responses to questions were valued. Deductive reasoning was fostered by activities such as "Mind
Bendern" and "Stories To Stretch Minds," requiring
the children to put together clues to arrive logically
at a conclusion. The few activities requiring one
right answer necessitated the use of reference materials to find that answer, thus reinforcing research
skills. The teacher provided guidance and direction,
but rarely answers. Knowledge in this classroom
was not presented to students by the teacher.
Rather, the students generated their own knowledge
through the application, nallysis, synthesis, and
evaluation of ideas. (Six references are attached.)

(SR)

ED 297 411 CS 506 314

Kane, Peter E. Freedom of Expression in the Original Constitu-tion: A Bicentennial Review. Pub Date-87

Note-9p.

Pub Date—87
Note—92.
Pub Type— Opinion Papers (120)
EDRS Price - MF91/PO1 Plus Postage.
Descriptor—Constitutional History, "Diffusion (Communication), Freedom of Information, "Freedom of Speech, Government Role, United States History Identifiers—"Communication Context, Government Citzen Relationship, Political Communication, "United States Constitution
The original United States Constitution of 1787, specifically in the communication related provisions of Article 1, deals extensively with communication issues, and provides an illustration of the tensions that existed between freedom and suppression. Philosophically, there was support for freedom of expression while in real world events there was an inclination to seek to suppress unfavorable communication. Two of the communication sorticles 1 contain this tension within themselves. Freedom of communication is supported in that the activities of Congress are to be made public. However, suppression is possible in that activities may be kept secret. As the language of the provision makes clear, the grant of a copyright can 'promote' communication, but it is also clear that the grant of a communication, but it is also clear that the grant of a communication impede communication. Finally, in section 6 of Article 1 the drafters of the Constitution express their clear support for freedom of communication as essential to democratic decision-making. (MM)

ED 297 412 CS 506 316

ED 297 412 CS 506 316
Metallinos, Nikos
Pigare-Ground Anomalies in Commercial Television: A Diagnostic Study.
Pub Date—Jun 88
Note—29p.; Paper presented at the Annual Meeting of the Canadian Communication Association (Windsor, Ontario, Canada, June 6-9, 1988).
Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)
EDRS Price - MF61/PC02 Plus Postage.
Descriptors—\*Advertising, "Commercial Art, Higher Education, Media Research, Television Viewing, "Visual Perception, "Visual Stimuli Identifiers—Advertising Effectiveness, "Figure Ground

Identifiers—Advertising Effectiveness, "Figure Ground
A diagnostic study tested the hypothesis that still advertising pictures and television commercials are governed by a basic visual communication principle: that viewers' comprehension and retention of still and moving images depends greatly on the barmonious coexistence of their figure/ ground relationships. Ten still images (half in black and white and half in color) and two television commercials (all with incistinguishable or distorted figure/ ground relationships) were shown to 122 college students, who answered multiple-choice questions intended to measure comprehension and retention. No control group was used. Results indicated that the more the figure/ ground distinction was blurred, the more viewer comprehension and retention declined. This suggests that the perceptual gimmicks and picture distortions often used by commercial advertisers do not enhance visual communication. (One table of data is included; 21 references and the two question-naires used in the study are appended.) (SR)

ED 297 413 CS 506 330

Aiex, Noia Kortner

"The Last Walta": Variations on a Theme.
Pub Date—Mar 84

Note—15p.; Paper presented at the Annual Meeting of the American Culture Association (6th, Toronto, Canada, March 19-April 1, 1984).
Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Bands (Music), \*Concerts, \*Film Criticism, Films, Music, \*Musicians, Singing, Songs.

Descriptors—"Bands (Music), "Concerts, "Film Criticism, Films, Music, "Musicians, Singing, Songs Identifiers—Band (The), Filmic Styles, Film Music, "Popular Music, Rock Music, Scorsese (Martin) When the film "The Last Waltz" was released in 1978 the rock music press lost itself in comparisons of the performances of the rock group. The Band's many famous guest artists, while movie critics, for the most part, considered it only a concert film. Few critics saw the film as an integral part of director Martin Scorsese's continuing body of work. In reappraising "The Last Waltz," its rich visual imagery and dark expressionistic style, along with the characteristic treatment of the few women who appear in the movie, mark this concert film as unmistakably the work of Martin Scorsese. Scorsese himself has said that he conceived "The Last Waltz" as an opera. Individual musical numbers are interspersed with interviews of the members of The Band, so that the music serves a dual function, as music and as narrative. The performers are characterized both by their performances and by their idiosyncratic clothes. Filmed as if singing and playing for themselves, each performer seems to exist within the vacuum of his or her own sexual or personal vision. Sometimes called an elegy, "The Last Waltz" is an elegant visual record of a celebration tinged with a sense of loss. (NKA) se of loss. (NKA)

## EA

ED 297 414

EA 018 619

Deciding How To Decide: Decision Making in Schools. A Presenter's Guide. Research Based Training for School Administrators. Revised. Oregon Univ., Eugene. Center for Educational Policy and Management.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Dato—83

Grant—NIE-G-80-0110

Note—55p.; Product of the Research-Based Training for School Administrators Project.

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MP01/PC03 Plus Postage.

Document Resumes

Descriptors—"Administrator Education, Administrator Guides, Administrator Role, "Decision Making Skills, Elementary Secondary Education, Croup Dynamics, Leadership Training, "Management Development, "Participative Decision Making, Problem Solving Identifiers—"Association of Californis School Administrators, "Project Leadership This workshop presenter's guide is intended for use by administrators in training one another in the Project Leadership program developed by the Association of California School Administrators (ACSA). The purposes of the guide are: to provide administrators with a framework for deciding when others (particularly subordinates) should participate in the decision-making process; and to help administrators obtain high quality solutions to problems into the decision-making process; and to help administrators obtain high quality solutions to problems that are acceptable to subordinates, if acceptability of solutions is important for effective implementation. A case study method is used, whereby a problem is presented, and suggested discussion topics and participant activities are given. The problems are diagnosed keeping in mind the four alternative decision-making styles: (1) autocratic; (2) consultative; (3) group; and (4) delegated. Research evidence emphasizing the importance of effective decision-making is presented. Administrators are encouraged to promote participative decision-making in schools, but only in areas in which teachers will want input, relevance, expertise, and jurisdiction. The guide contains an 8-item reference list, 7 handouts, 10 masters of numbered transparencies for use in the sessions, and a suggested reading list. (AA)

(AA)

ED 297 415

Hall, Gene E. Hord, Shirley M.
Configurations of School-Based Leadership Teams.
Texas Univ., Austin. Research and Development Center for Teacher Education.
Spons Agency—National Inst. of Education (ED),
Washington, DC.
Report No.—R&DCTE-3223
Pub Date—86
Grant—NIE-G-83-0006
Note—369.
Pub Type—Reports - Research (143)
EDRS Price - MF9L/PO22 Plus Pestage.
Descriptors—"Change Strategies, Elementary Secondary Education, "Group Dynamics, "Instructional Leadership, Intervention, Leadership Responsibility, "Leadership Styles, Linking Agents, "Management Teams, "Principals, School Effectiveness, Teamwork Identifiers—"Facilitatiors
In this paper a new conception of leadership forbance is proceed-that of change facilitating lead-

Identifiers—"Facilitators
In this paper a new conception of leadership for change is proposed—that of change facilitating leadership teams that are characterized by roles, functions, and team dynamics. As an introduction, the conventional descriptions of leadership in the literature are briefly cited. This is followed by a summary of recent studies and observations focused on the functions of leadership. Building on this work and on the results of our recent research on school principals as change facilitators, the concept of change facilitator teams is presented. Recent research findings and brief examples are used to illustrate the different configurations of school-based leadership teams, their organization and operations. Included are 27 references and 3 figures. (Author)

Heuss, Ron Prencik, Kay
AlMing for Administrative Excellence. Appraising
Principals: A Proposed Model.
Pub Date—19p.
Pub Type. Online 199. ED 297 416 EA 019 029

Pub Type— Opinion Papers (120) — Reports -Evaluative (142) — Speeches/Meeting Papers (150)

(150)

EDRS Price - MP01/PC01 Plus Postage.
Descriptors.—\*Administrator Evaluation, Administrator Responsibility, \*Administrator Role, Decision Making, Educational Change, Elementary Secondary Éducation, Inservice Éducation, \*Instructional Leadership, \*Leadership Qualities, Leadership Responsibility, \*Leadership Taining, Management Development, Models, Performance Factors, \*Principals, Program Effectiveness, Teacher Administrator Relationship, Workshops

It principals are responsible for implementing educational reforms, then criteria for effective leadership akills should be developed. This paper considers criteria for identifying effective principals and proposes a training and appraisal system. The

paper discusses five domains that identify effective principals: (1) vision, (2) organization/collaboration, (3) people skills, (4) communication skills, and (3) hardiness. Vision implies that the principal sees the school realistically and in terms of improvement. Collaborative organization and leadership depend upon the "busit" of principal and teachers. People skills concern the sbillity to manage people-principals must be expert at working with diverse groups and individuals. Effective communication or an advantage of the state of the state

ED 297 417 EA 019 797 Sailor, Perry The Effects of Various Middle-Grade Configura-

tions.
Austin Independent School District, Tex.
Report No.—AISD-85-20
Pub Date—86
Note—159.
Pub Type— Information Analyses (070)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—Academic Achievement, Behavior Change, Elementary School Students, \*Grade 6, \*Instructional Program Divisions, Intermediate Grades, \*Middle Schools
Identifiers—\*Austin Independent School District TX

TX
This paper summarizes research relevant to the Austin Independent School District's proposal to move sixth graders from an elementary school (K-6 or K,4-6) to a middle school (6-8) grade grouping. A summary of the evolution of middle-grade education is presented. Three areas affected by grade organization are discussed: academic achievement, nonacademic outcomes (self-concept and anxiety), and homogeneous grade groups. The grade organization studies of various middle grade configurations did not show any consistent effects one way or the other. References to 36 studies are included. (SI)

ED 297 418

ED 197 418

EA 019 986

Getifredon, Gary D. Hybl. Lots G.
An Analytical Description of the School Principal's Job. Raport No. 13

Center for Research on Elementary and Middle Schools, Baltimore, MD.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—May 87

Grant—OERI-G-86-0006

Note—135p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF91/PC06 Plus Postage.

Descriptors—Administrator Education, Administrator Responsibility, "Administrator Role, "Board Administrator Relationship, Comparative Analysis, Elementary Secondary Education, Parochal Schools, "School Supervision

This report presents a description of the jobs of principals in a national sample of schools, summarizing the main results of a job analysis accomplished by using a structured task analysis inventory. It summarizes what principals in achools of different kinds report to be the most important aspects of their jobs. Results imply that principals are primarily supervisors of other personnel and that staff direction and observation and feedback of information about staff performance are the paramount job functions. Frincipals in achools of Junctions. Principals in a chools of planning for school improvement. Other results imply that the jobs of principals in public schools involve more interaction with higher levels of authority than do the jobs of principals in private of authority than do the jobs of principals in private of authority than do the jobs of principals in private of authority than do the jobs of principals in private of the principals in public schools involve more interaction with higher levels of authority than do the jobs of principals in private of the principals in public schools involve more interaction with higher levels of authority than do the jobs of principals in public schools involve more interaction with higher levels of authority than do the jobs of principals in private of the principals in public schools involve more interaction with higher levels of authori

schools. In contrast to public school principals, principals in private and Catholic schools may have more scope to make personnel and other administrative decisions and hence view these aspects of their jobs as more important than their public school counterparts. Differences among the jobs of principals in elementary, middle/junior, and high schools are described, as are differences in schools of different sizes. Differences associated with location (unbant, suburban, rural) were usually not large or particularly meaningful. Implications of the job analysis for training and performance measurement are discussed. (Author/TE)

ED 297 419 EA 020 041 Duresh, John C. The Role of Mentors in Preparing Future Princi-

The Rose of States pale.

Pub Date—Apr 88

Note—35p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Administrator Education, "College School Cooperation, "Collegiality, Elementary Secondary Education, Higher Education, "Individual Development, "Mentors, Nontraditional Education

Education "College School State" Education entifiers—\*Danforth Foundation, \*Ohio State

Education - Danforth Foundation, \*Ohio State University In 1986 the Danforth Foundation Program for the Preparation of School Principals was launched at Georgia State University, the University of Alabama, and Ohio State University. All participants have attempted to address the foundation's primary objectives: (1) to work with faculty to develop alternative preparation programs in collaboration with practicing school administrators; (2) to develop alternative principals knowledge, attitudes, and skills through montraditional methods; and (3) to enable aspiring principals to gain practical skills prior to employment. Additionally, each participating university operates on certain assumptions: (1) aspiring administrators are accountable for their own learning; (2) collegial behavior and support for personal learning accountability are crucial to administrative success; (3) individual planning and goal setting are essential; (4) alternative instructional activities are necessary to meet individual needs; and (3) ongoing relationships with practicing administrators as mentors must be pursued. This paper focuses on the final assumption, mentoring. Following a brief literature review, the paper addresses specific potential values and responsibilities involved with mentoring in administrator preparation. Finally, some Danforth Foundation implementation approaches at Ohio State University during 1987-88 are discussed. Shortcomings are analyzed and recommendations provided. Included are two figures and 37 references. (MLH)

ED 297 420

ED 297 420

ED 074 220

EA 020 054

Private Sector Initiatives is Educational Reform.
Proceedings of a Conference Sponsored by the
National Advisory Council on Educational Research and Improvement (2nd, Washington,
D.C., April 2, 1987).

National Advisory Council on Educational Research and Improvement (OERI/ED), Washington, D.C.; Office of Educational Research and
Improvement (ED), Washington, D.C.
Pub Date—2 Apr 37

Note—89.
Pub Type— Collected Works - Proceedings (021)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Accountability, "Educational
Planning, Elementary Secondary Education, Intervention, Minority Groups, Parochial Schools,
Phonics, Professional Autonomy, "Public
Schools, Reading Improvement, "School Business
Relationship, Social Studies, Urban Education
Identifiers—Private Practice, "Private Sector
The National Advisory Council on Educational
Research and Improvement sponsored a conference
to take a close look at the practical ways in which
education is being reformed, and perhaps transformed, with the assistance of private-sector advice
and innovations and with certain business disciplines. Following are the titles and authors of the
papers presented as the conference: "Introduction"
(Alan Healop); "Reform in the Schools: Myth and
Reality" (A. Graham Down); "The Reading Reform
Foundation: A Partner in Resson" (Charles J. Mic-

ciche); "Research and Improvement in the Social Studies: Reflections of a Private Sector Practitioner" (Raymond English); "Partnerships and Mentorships in Educational Improvement" (D. Jerry O'Brien); "Teacher Private Practices in a Public School Setting" (Ruth Anne Olson); "The North Branch Experiment with Contracting In" (James R. Walker); "The Higher Achievement Program: How To Help Empower Low Income Youngsters To Become Achievers and Leaders" (Greg Gannon); "Increasing Participation of Inner-City Youth in Academic Experiences" (Joan Davis Ratteray); and "Parochial Aid to Public Education?" (Charles J. O'Malley). (MLP)

The Bottom Line. Chicago's Failing Schools and How To Save Them. Schoolwatch Research Report No. 1. Designs for Change, Chicago, Ill. Pub Date—Jan 85 Note—1328

Designs for Change, Chicago, Mr.
Pub Date—Jan 85
Note—133p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—"Dropout Rate, "Educational Change, "Grade 9, Longitudinal Studies, Racial Segregation, "Reading Skills, "School Holding Power, Secondary Education, Selective Admission, "Urban Schools Identifiers—"Illinois (Chicago)
Chicago Public Schools, spending more than its \$1.5 billion a year budget, has defined its first obligation as producing graduates who can read well.
This study assesses how well the school system is succeeding by examining roughly 39,500 students who were nint graders in fall 1980 and should have graduated in spring 1984. Statistics were used to succeeding by examining roughly 39,500 students who were ninth graders in fall 1980 and should have graduated in spring 1984. Statistics were used to chart students' progress over 4 years as some dropped out or transferred to other school systems and others graduated with either very good or marginal reading skills. While results graphically depicit the system's successes and failures, the study's main priority is using the information to develop improvement plans for Chicago schools. The study investigates (1) the percentage of 1980-81 mint provement plans for Chicago schools. The study investigates (1) the percentage of 1980-81 mint graders who graduated from high school; (2) the percentage of these students who also could read at average or above average levels; and (3) how the high school completion rate and the percent of well-prepared (reading) graduates differ among Chicago's 62 4-year high schools. The remainder of the report explains policy implications and reform recommendations. Compared to a national high school completion rate of 73 percent, Chicago's rate is 47 percent. Whereas the national pocentage for well-prepared graduates is 36 percent, the Chicago rate is 15 percent. These results are shocking. Schools in the majority of Chicago neighborhoods are abject failures or viewed as dumping grounds for uneducable children. A "Quality School Agenda" is advised to overcome four key barriers to reforming Chicago's schools. Included are numerous tables and 12 references. (MLH)

EA 020 097

ED 297 422

Stickney, Benjamin D. Fitzpatrick, Jody
Coleman's Inequality Twenty Years Later: The
Origins, the Issues and the Implications.
Pub Date—Apr 87

Note—64p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, March 21-24, 1987).
Pub Type—Information Analyses (970) — Reports
Research (143) — Speeches/Meeting Papers (150) (150)

(130)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—"Academic Achievement, "Compessiony Education, Economically Disadvantage
Elementary Secondary Education, "Equal Education, "Family Environment, "Socioeconomic St

tus
Identifiers—\*Coleman (James S), \*Colorado
In 1966, James Coleman's massive American
schooling survey concluded that family background
was principally associated with the existing inequities in cognitive achievement. Coleman's conclusion about schooling's minimal influence on
cademic performance violated an educational consciousness viewing school as the "great equalizer."
Two decades after the Coleman Report, this paper
explores schools' compensation for class-related inequalities by reviewing the effectiveness of federal
galitarian educational programs and by describing
one state study of the relationship between various
environmental variables and pupil achievement.

Part I addresses three assumptions underlying the rationale for compensatory education in the early 1960s: (1) the total environment profoundly influences measured intelligence and school schievement; (2) schools are part of the total environment; and (3) improved schooling for disadvantaged children could compensate for inadequacies in measured intelligence and scholastic achievement caused by environmental deficiencies. After reviewing research since 1966, the paper focuses on the issue of sustaining effects. Apparently, a "fade out" of early gains is a continuing problem. Part II describes a Colorado survey for third-, sixth-, ninth-, and eleventh-grade levels using regression analysis techniques. Results suggest that school-related variables do influence achievement, but their impact is restricted to the lower grades-perhaps due to a strengthening of peer and community mores during adolescence. Similar to Coleman, the current survey finds family variables more related to achievement than are school variables. Included are 80 references. (MLH) ences. (MLH)

ED 297 423 EA 020 111

ED 297 423
EA 020 111
Catterall, James S
School Dropouts: Policy Prospects, Policy Issues,
Appalachis Educational Lab., Charleston, W. Va.
Spons Agency—Office of Educational Research
and Improvement (ED), Washington, DC.
Pub Date—Nov 86
Contract—400-86-0001
Note—26p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC02 Pus Postage.
Descriptors—\*Attention Span, \*Dropout Prevention, \*Dropout Research, \*Policy Formation,
\*Public Support, Secondary Education, \*Student
Attrition

tion, "Dropout Research, "Policy Formation, "Public Support, Secondary Education, "Student Attrition. In the issue-attention cycle identified by political scientists, the imagination and energy of public leaders progress from alarmed discovery of a problem, to euphoric resource mobilization and a search for solutions, to institutionalization of responses. Next come the harsh realities of expensive answers and slow progress, causing a hasty retreat and an attention shift to the latest hot issue fueled by yet another alarmed discovery. According to this paper, the dropout issue is basking in the early, hopeful stages of the cycle. The paper describes the alarmed attention currently focused on school dropouts and outlines what is known about attempts to prevent early school leaving. Most citizens find current torpout rates, especially for urban schools, shocking. Other factors bringing the dropout issue to national prominence include the standards-raising movement's effects on student persistence, the unsatisfactory collection and reporting of dropout statistics, lack of progress in equalizing educational opportunity, and growing concern over the nation's competitiveness and labor force quality. Research has successfully described the dropout phenomenon, but has failed to prescribe either a concrete program or conditional sets of activities to combat the problem. Known factors concerning family background, academic ability and performance, social integration, early adult transitions, and the consequences of dropping out are briefly discussed. Implications for dropout prevention are also explored, along with the need to extend the public's attention span and tap community networks. Some resources, with names, addresses, and telephone numbers are provided. (MLH)

ED 297 424
Wages and Salaries Paid Support Personnel in
Public Schools, 1967-88. Part 3 of National
Survey of Salaries and Wages in Public Schools. EA 020 124 ERS Report.
Educational Research Service, Arlington, Va.

-73p.; For the 1986-87 report, see ED 283

Note—73p.; For the 1280-0 repeat of 298.

Available from—Publication Sales, Educational Research Service, 2000 Clarendon Boulevard, Arlington, VA 22201 (Stock No. 219-21754; \$36.00).

\$36.00).

Pub Type— Numerical/Quantitative Data (110) —
Reports - Research (143)

Document Not Available from EDRS.

Descriptors—Clerical Workers, Elementary Secondary Education, Enrollment, Expenditure per Student, Food Service, Geographic Regions, National Surveys, "Nonprofessional Personnel, "Paraprofessional School Personnel, "Public Schools, "Salaries, School District, School District Size, "School Personnel, School Statistics,

Tables (Data), \*Wages
This report provides data on hourly wage rates and annual salaries paid in 1987-88 by responding public school systems to personnel employed in 10 selected support positions. The questionnaire was mailed to 1,728 of the approximately 11,307 public school systems in the United States enrolling 300 or more pupils. Of the 169 school systems with enrollments of 25,000 or more, 132 (78 percent) responded; the total number of responses was 979 (57 percent). Data show lowest, highest, and average hourly wage rates being paid to teacher aides, building custodians, cafeteris workers, and school bus drivers. Also shown are the annual salaries for support personnel such as secretaries/stenographers, accounting and payroll clerks, clerk-typists, and library clerks. Twenty-three summary tables show aslary distributions, means, medians, and ranges of average, lowest, and highest salaries paid to selected personnel by the reporting school systems. Three of these tables compare 1967-88 data with those reported for 1986-87. One table shows the number of responding school systems employing personnel in each position category and the total number of personnel reported. Summary data are presented according to the enrollment size of the school system and the geographic region in which the school system is located. (MLF)

ED 297 425 EA 020 131 School Staffing Ratios, 1987-88. ERS Report. Educational Research Service, Arlington, Va. Pub Date—88

Educational Research Service, Arlington, Va. Pub Date—88
Note—639.
Available from—Publication Sales, Educational Research Service, 2000 Clarendon Blvd., Arlington, Va. 22201 (Stock No. 219-21756; \$30.00).
Pub Type—Numerical/Quantitative Data (110)—Reports - Research (143)
Document Not Available from EDRS.
Descriptors—Administrators, Elementary Secondary Education, Earollment, \*Expenditure per Student, National Surveys, School Districts, \*School District Size, \*School Personnel, School Statistics, \*Staff Utilization, Tables (Data), Teachers, "Teacher Student Ratio Identifiers—"Staffing Ratio
This report on school staffing ratios is prepared from information collected as part of Educational Research Service's "National Survey of Salaries and Wages in Public Schools, 1987-38," which provides data on salaries, wages, and number of staff for 22 professional and 10 support positions. Included are pupil-staff and teacher-staff ratios for individual positions and aggregate categories of professional personnel. Data for these categories are presented separately for large, medium, small, and very small school systems and for five levels of pupil expenditure of the reporting school systems. Two summary tables show the mean number of pupils and the mean number of teachers per professional and per administrative staff member in the 1,728 (57 percent) reporting systems, 23 tables provide data summarizing the number of pupils and the number of teachers per professional and administrative staff member classified by 4 enrollment groups; and 20 tables classify the pupil-staff and teacher-staff ratio categories both by per pupil expenditure and by enrollment group. (MLF)

ED 297 426 EA 020 139

ED 297 426

Clark, David L. Astuto, Terry A.

The Implications for Educational Research of a Changing Federal Educational Policy. Occasional Paper No. 4.

University Council for Educational Administration. Pub Date—Jun 87

Note—42p.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—"Educational Assessment, "Educational Policy, "Educational Research, Elementary Secondary Education, Federal Government, Federal Programs, "Government Role, Government School Relationship, "Politics of Education, Research and Development, Theory Practice Relationship.

Identifiers-Department of Education, Reagan

Identifiers—Department of Administration
Dramatic changes in the direction of federal educational policy have occurred since the Regan administration took office in 1980. This document examines the changes that are taking place and will continue to occur in the emerging policy stance of this administration toward educational research. The thesis is that a form of the "new federalism" in

educational policy is in the process of becoming institutionalized, and that a bipartisan consensus has emerged in support of a diminished federal role and an expanded state role in education. This trend toward devolution is likely to dominate educational policy development for the remainder of this century. The implications of these recent shifts in federal education policy for educational research are explored through two basic arguments. The first is that the federal educational research policy agends evolves from two complementary bases (1) the stated agenda (research and development emphases articulated by the administration); and (2) the derivative agenda (emphases occasionate by non-research-related policy actions including overarching social policies, substantive educational interests, and the effects of federal policy shifts on policy development at the state and local level. The second argument is that the changes in the federal educational research agenda will have significant implicational research agenda will have significant implicational research agenda will have significant implicational research and development function, outcomes assessment, and dissemination, while losers are basic and applied research and regional Isobarotories and research and development centers. Twenty-nine references are included. (TE)

EA 020 140 ED 297 427 A Study on Some Critical Aspects of Secondary Education in the Countries of Asia and the Pucific. Research Proposal. Report of a Regional Workshop (lst, Tokyo, Japan, June 17-July 10,

1986). National Inst. for Educational Research, Tokyo (Ja-

pan).

Report No.—NIER-RW/86/7/300

Pub Date—Jul 86

Note—80p.

Pub Type— Reports - Descriptive (141) — Collected Works - Proceedings (021)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Comparative Analysis, \*Developing Nations, \*Educational Policy, \*Educational Research, Educational Trends, \*Foreign Countries, Research and Development, Research Design, Research Needs, Research Proposals, \*Secondary Education

Research Needs, Research Proposals, "Secondary Education Identifiers—Australia, Bangladesh, China, India, Japan, Malaysia, Nepal, New Zealand, Pakistan, Papua New Guinea, Philippines, Singapore, South Korea, Sri Lanka, Thailand, Western Samoa A regional workshop on "The Study of Secondary Education in Asia and the Pacific" was attended by 18 participants from Australia, Bangladesh, China, India, Japan, Malaysia, Nepal, New Zealand, Pakistan, Papua New Guinea, the Philippines, the Republic of Korea, Singapore, Sri Lanka, Thailand, and Western Samoa. The major objective of the conference was to develop a design for a joint comparative study on secondary education in the Asia and Pacific region. This document comprises the final report of this conference, a framework for undertaking such a joint comparative study. Part A is a synopsis of reports on secondary education from each of the participating countries, followed by an outline of the major issues identified. Part B presents the research design, whose objectives are as follows: (1) to provide a source of research data on selected areas of secondary education to participating countries; (2) to identify areas of major concern and major trends in secondary education; (3) to identify and document strategies that have been successful in solving problems in secondary education; and (4) make recommendations for further research in secondary education. The questionnaire that will be used to gather data is also included, and lists of participarts and working groups are appended. (TE)

EA 020 141 ED 297 428 Assessment of Educational Ackievement in Asia and the Pacific. Report of a Seminar (Tokyo, Japan, January 20-February 1, 1986). National Inst. for Educational Research, Tokyo (Ja-

National Inst. for Documents of the National Inst. for Documents of the National National National National Nations, \*\*Educational Assessment, Educational Trends, Elementary Secondary Education, Equal Education, \*\*Evaluation Criteria, Evaluation Utilization, \*\*Foreign Countries, Research and Development, Research Needs, Student Development Identifiers—Australia, Bangladesh, China, India, Ind

Japan, Malaysia, Nepal, New Zealand, Pakistan, Papua New Guinea, Philippines, Singapore, South Korea, Sri Lanka, Thailand
The High Level Seminar on Educational Achis vement in Asia and the Pacific was organized in collaboration with the UNESCO Regional Office for Education in Asia and the Pacific (Bangkok, Thailand). The objectives were to exchange information and experiences on educational assessment at the primary and secondary school levels; to review major research and surveys on educational achievement and their findings conducted in the participating countries; and to identify common trends of research on educational achievement in the region. Part 1 of this report addresses in general the status, issues, and trends in the assessment (educational achievement in the Asia-Pacific region. After a preamble, the following topics are considered: (1) purposes of assessment; (2) structure and methods of assessment; (3) domains of assessment (cognitive, psychomotor, and affective); (4) equity and excellence; and (5) monitoring levels of assessment. A summary of recommendations and concluding remarks follow. Part 2 consists of reports from each of the participating countries: Australia, China, India, Indonesia, Japan, Malaysia, Nepal, New Zealand, Pakistan, Philippines, Republic of Korea, Sri Lanka, and Thailand. A list of participants is included. (TE)

ED 297 429 EA 020 142

ED 297 429

Rellor, Warren L., Ed.
An Inventory of Documents on Educational Planning and Management in Asia and the Pacific.
United Nations Educational, Scientific, and Cultural Organization, Baugkok (Thailand). Regional Office for Education in Asia and the Pacific.
Report No.—BKEPM-8-M-4-600
Pub Date—85
Note—232p.
Available from—Publication Sales, UNIPUB, 9730-E George Palmer Highway, Lanham, MD 20706 (Stock No. UB-176; \$5.07).
Pub Type—Reference Materials - Bibliographics (131)
EDRS Price - MF01 Plus Postage, PC Not Avallable from EDRS.
Descriptors—Annotated Bibliographies, "Detabases, "Educational Administration, "Educational Planning, Educational Research, Elementary Secondary Education, "Foreign Countries, Research and Development Identifiers—Australia, China, India, Japan, Malaysia, Nepal, New Zealand, Philippines, Thailand, Turkey
This document comprises a UNESCO-sponnored

Turkey
This document comprises a UNESCO-sponsored inventory of documents on educational planning and management in Asia and the Pacific. The database consists of 714 documents from participating countries, divided into 10 subsections by country, and indexed according to author and subject. The main entries are grouped alphabetically by country, as follows: Australia, Chins, India, Korea (Republic), Malaysis, Nepal, New Zealand, Philippines, Thailand, and Turkey. Each entry consists of five fields citation number; author, title and publication details, descriptors, and annotation. (TE)

ED 297 430

EA 020 143

New Upper Secondary School Education in Japan.

NIER Occasional Paper 62/86.

National Inst. for Educational Research, Tokyo (Japan).

Pub Date—Jun 36

pan).

Pab Date—Jun 36

Note—17p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postags.

Descriptors—Curriculum Design, Curriculum Development, "Biducational History, Elementary Secondary Education, "Foreign Countries, Government School Relationship," Public Education, "School Organization, "Secondary Education Identifiers—"Japan

The present upper secondary school system in Japan accommodates 94 percent of the corresponding age group population. This discussion of the new upper secondary schools of Japan begins with a brief survey of the history of the Japanese public education system from its inauguration in 1872 up to 1945. The next section describes the inauguration and development of the new postwar system of comprehensive upper secondary schools, citing changes in the curriculum after 1973 and the diversification of the school curriculum string in 1982.

The paper concludes with a description of two characteristic upper secondary schools: Ina Gakuen Pre-

fectural Upper Secondary School in Saitama Prefecture and Tamano Kanon Prefectural Upper Secondary School in Okayama Prefecture. (TE)

ZD 297 431

EA 020 144

ducational Facilities in Japan, NIER Occasional

Paper 01/87.

distinual inst. for Educational Research, Tokyo (Ja-ED 297 431

pan). Pub Date—Jul 87

Pub Date—Jul 87
Note—25p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors— Educational Facilities, "Educational Facilities Planning, Educational Policy, Educational Trends, Elementary Secondary Education, "Facility Guidelines, Facility Utilization Research, Financial Support, "Foreign Countries, "Public Education, School Demography
Mantifiera—"Japan

search, Financial Support, \*Foreign Countries, \*Public Education, School Demography Identifiers—\*Japan Compulsory education in Japan totals 9 years, from age 6 to 15, and 97 percent of those elementary and lower secondary schools are public, established and maintained by the municipalities. This report describes the present situation and the future trends of educational facilities in public compulsory education schools, together with an explanation of the subsidies system and regulated facility provision. The first section describes the subsidy system, including government subsidies for school buildings and for school lands appropriation. The second section describes standards for educational facilities including school buildings, gymnasiums, and school lands. The third section describes the current condition of school facilities in relation to trends in the school population, changes in the stock of buildings and gymnasiums for public elementary and lower secondary schools since 1955, and the current conditions of school facilities. The final section discusses the budget for subsidies and the future trend of policies for school facilities. (TE)

EA 020 145 ED 297 432 AD 297 432

Bementary/Primary School Curriculum in Asia and the Pacific. National Reports: Volume I. Istional Inst. for Educational Research, Tokyo (Ja-

and the Pracific. National Research, Tokyo (Japan).

Report No.—NIER-RW/86/6/500/450
Pub Data—Jun 86
Note—280p.; For Volume II, see EA 020 146.
Pub Type—Reference Materials—Directories/Catalogs (132)—Reports - Research (143)
EDRS Price - MF91/PC12 Plus Postage.
Descriptors—Academic Achievement, Comparative Analysis, Curriculum Design, Curriculum Development, "Developing Nations, "Educational Assessment, Educational Change, "Educational Assessment, Educational Trends, Educational Work Relationship, "Elementary Education, Envolument Trends, "Foreign Countries, Homework, "Public Education, Research and Development, teacher Education, Teacher Qualifications, Values Education Identifiers—Asia Pacific Region, Australia, Bangladesh, China, India, Indonesia, Japan, Malaysia, Nepal
This document comprises volume I of the national reports on the elementary/primary school curriculum in Asia and the Pacific sponsored by the National Institute for Educational Research (NIER) in Tokyo, Japan. Each nation's report is organized under the following topics: (1) general information on the geography and population, educational system, qualifications and training of teachers, research, and educational problems and issues; (2) the integrated curriculum, including content, inputs, process, and problems and issues; (2) the integrated curriculum, including content, inputs, process, evaluation and feedback, and problems and issues; (3) work-oriented education, including context, instructional process, evaluation and feedback, and problems and issues; (5) curriculum load, including definition, concerns of teachers and parents, general assessment, problems, nature and amount of homework, effect on enrollment and schievement, major studies on curriculum load, and modification of the curriculum. The national reports included in volume I are arranged alphabetically as follows: Australia, Bengladesh, China, India, Indonesia, Japan, Malaysia, and Nepal. (TE)

ED 297 433 EA 020 146 Elementary/Primary School Curriculum in Asia and the Pacific. National Reports: Volume II. National Inst. for Educational Research, Tokyo (Ja-

Report No.—NIER-RW/86/6/500/400
Pub Date—Jun 86
Note—297p.; For first volume, see EA 020 145.
Pub Type— Reports - Research (143) — Reference Materials - Directories/Catalogs (132)
EDRS Prices - MF01/PC12 Plus Postage.
Descriptors—Curriculum, "Curriculum Design, Developing Nations, "Educational Assessment, "Educational Policy, Educational Research, Elementary Education, "Proreign Countries, Parent School Relationship, "Primary Education, Questionnaires, Teacher Education, Teacher Evaluation, Teacher Qualifications, Teaching Conditions, Values Education, Vocational Education

tion dentifiers—\*Asia Pacific Region, Korea, New Zealand, Pakistan, Papua New Guinea, Philip-pines, Sri Lanka, Thailand, Vietnam, Western Sa-

pines, Sri Lanka, Thailand, Vietnam, Western Samos
This is the second volume of national reports on elementary or primary school curriculum in Asia and the Pacific, resulting from a project sponsored by the National Institute for Educational Research (NIER) in Tokyo, Japan. It includes national reports for the following countries: New Zealand, Pacistan, Papua New Guinea, the Philippines, the Republic of Korea, Sri Lanka, Thailand, Viet Nam, and Western Samos. Each national report summarizes the following information derived from a series of five questionnaires developed by NIER: (1) background information about the country, its educational system, the qualification and training of teachers, current educational research projects, and problems and issues; (2) integrated curriculum, including content, inputs, process, product, future prospects, and a summary; (3) moral/religious/values education, including the context, instructional process, evaluation and feedback, and problems and issues; (4) work-oriented education, including the context, instructional process, evaluation and feedback, and problems and issues; and (5) curriculum load, including a definition, concerns of teachers and parents, general assessment, problems, nature and amount of homework, and a summary statement and comment. (TE)

ED 297 434

EA 020 148

Washington, Valerie M.
Collaborative Quest for Quality.
Pub Date—Nov 87
Note—14n

Collaborative Quest for Quality.

Pub Date—Nov 87

Note—18p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*College School Cooperation, \*Collegiality, \*Cooperative Pinning, \*Coo

ED 297 435 EA 020 152

ED 297 435

Lee, Nancy Obermeyer, Gary
Growing into Schools of the Future: A Description
of the Requisite Conditions and a Process for the
Development of Self-Organizing Schools.
Pub Date—Feb 87

Note—9p.; Paper presented at the National Education Association Conference, "Achieving Effective Schools: Myth or Reality of Education
Reform" (St. Louis, MO, February 13-15, 1987).
Pub Type— Speeches/Meeting Papers (150) —
Opinion Papers (120)

EDRS Price - MP01/PC01 Plus Postage.

Descriptors—Educational Administration, \*Educational Change, \*Educational Environment, Elementary Secondary Education, \*School Based Management, \*School Effectiveness

A self-organizing school, defined as one engaging in a continuous process in which staff assume authority and responsibility for the resources of the school, is described in this paper. The staff work together to organize learning activity around the needs and interests of each learner. The following requisite conditions are listed to accomplish this transformation: (1) a formal action by the governing body; (2) a school-level project to support change; and (3) a leadership team to provide school-level structure. To implement this transformation, a four-step process is outlined that includes assessment and analysis, problem-finding and goal-setting, planning and implementation, and evaluation and reporting. These steps are explained in detail and the resources available at each achool to help in this task are identified. Resources are appended. (LMS)

EA 020 154

ED 297 436
Anderson, Mark E.
Hiring Capable Principals. How School Districts
Recruit, Groom, and Select the Best Candidates.
Oregon School Study Council, Eugene.
Pub Date—May 38

Note-40p. Available from-

Oregon School Study Council, Eugene.
Pub Date—May 88
Note—40p.
Available from—Publication Sales, Oregon School
Study Council, University of Oregon, 1787 Agate
Street, Eugene, OR 97403 (\$5.00 with order.)
Journal Cir.—OSSC Bulletin; v31 n9 May 1988
Pub Type—Reports - Descriptive (141) — Collected Works - Serials (022)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—\*Administrator Education, \*Administrator Selection, Elementary Secondary Education, Experiential Learning, "Internablip
Programs, Principals, "Screening Tests
Identifiers—\*Oregon
During the next several years, nearly half of all
U.S. principals will retire. Despite principals' crucial
leadership role, the methods for training and selecting these administrators are often ill-suited for employing outstanding leaders. Patronage, tavoritism,
amiliarity, or good impressions frequently prevail
over merit. This bulletin begins by assessing problems within the principal preparation and selection
process. Chapter 1 summarizes recent research and
presents four possible explanations for districts' failure to identify, prepare, and hire the most effective
principals: (1) insufficient attention to preparation;
(2) a limited pool of capable applicants; (3) nonspecific vacancy announcements and selection techniques. Chapter 2 examines principal preparation techniques. Chapter 2 examines principal preparation techniques. Chapter 3 features exemplary screening and
aciention techniques used in Lake Oswego and Tigard school districts (Oregon). The final chapter
summarizes effective employment practices and offers recommendations for districts desiring to capitalize on the coming "window of opportunity"
presented by retiring principals. Included are 19 references and 11 interview citations. (MLH)

ED 297 437

Public Education Agency Universe, 1966-87: Final Tabulations, E.D. Tabs.
Center for Education Statistics (OERI/ED), Washington, DC.
Report No.—CS-88-035
Pub Date—Apr 88
Note—8p.; The data series on which information is based is identified as "DR-CCD-86/87-2.1".
Pub Type—Numerical Quantitative Data (110) EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Education Service Centers, Elementary Secondary Education, Government Publications, "Public Schools, "Regional Schools, "School Districts, "School Statistics, State Departments of Education, "State Schools, Tables (Data)
Identifiers—"Federal Agencies

(Data)
[Identifiers—\*Federal Agencies
The data presented in this report are from the
1986-87 school year public education agency universe survey of the Common Core of Data conducted annually by the Center for Education

Statistics. Data for this report were provided by state education agencies from their administrative records. Six tables show the number and percentage of public elementary/secondary education agencies and school districts by state, type and size of agency, membership size, and grade span. Among the highlights are the following: (1) about 92 percent of all public education agencies are regular elementary and/or secondary school districts, as opposed to special purpose education agencies; (2) the median size of an education agencie anges from a low of 28 students in Nebraska to a high of 11,896 in Maryland; and (3) the largest 173 regular school of 28 students in recreases to a light of 1,97 and Maryland; and (3) the largest 173 regular school districts served 27.9 percent of the national total number of students, while the 4,071 smallest school districts served 1.4 percent of all students. (MLF)

ED 297 438 EA 020 161

ED 297 438

Aron, Robert H. And Others

A Comparison of Revenues and Expenditures and Michigan School Districta, Educational Background, Median Family Income, Racial Makeup and the Dropout Rate.

Pub Date—88

Note—249.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Analysis of Variance, Dropout Rate, \*Educational Economics, Elementary Secondary Education, \*Expenditures, \*Financial Support, Noninstructional Student Costs, Racial Distribution, \*Resource Allocation, School District Spending, School Funds, \*School Statistics, School Support, Tables (Data) Identifiers—\*Michigan

There has been great interest in disparities in revenues and expenditures of school districts based upon the school districts' educational background, median family income, and racial makeup. Accordingly, this study correlates each school districts' expenditures, various supports, and revenues with the districts' educational background, median family income, and racial makeup. ingly, this study correlates each school districts' expenditures, various supports, and revenues with the district's educational background, median family income, racial makeup, and dropout rate, using one-way analysis of variance. Findings, reported in a series of tables, include the following: (1) an inverse correlation between dropout rate and expenditures, except for general administration; (2) a correlation between median family income and educational revenues and expenditures, except in general administration and adult education; (3) higher expenditures for noninstructional expenses in school districts with 20-80 percent black students than in those with a lower or higher percentage of black students; (4) a correlation between the percentage of black students and the dropout rate. (TE)

EA 020 165

ED 297 439

EA 020 165

Cooper, Harry A.

Stratsgic Planning in Education: A Guide for Policymakers.

National Association of State Boards of Education, Alexandria, VA.

Pub Date—85

Note—17p.

Pub Type—Guides - Non-Classroom (055)

EDBS Price - MF01/PC01 Plas Postage.

Descriptors—9-Definitions, \*Demography, \*Education, \*Putures (of Society), Politics, Social Change, Technological Advancement, \*Trend Analysis

Identifiers—\*Strategic Planning

As defined in chapter I of this guide for policymakers, strategic planning is the method by which an organization identifies relevant trends in its environment, analyzes their potential implications, and projects an integrated strategy to address these future events and their contingencies. This process differs from formalized planning, based on internal organizational goals and priorities and viewing external forces as obstacles or incentives to the schellenge, and their contingencies of avivings, improved public image, responsiveness to social needs, and effective performance of an important mission. Chapter II helps policymakers identify major trends concerning demographics, economics, technology and lifestyle, and politics and values. Implications for U.S. schooling are also analyzed. Chapter III illustrates as nine-step strategic planning process involving (1) a planning focus; (2) a trend statement; (3) a resource audit; (6) an action priority; (7) an organizational response; (8) a strategic plann, and (9) a restatement of mission. Chapter IV provides "starter" exercises on two topics: the com-

puter revolution and the growth of language minorities. Chapter V concludes the paper by outlining planning elements in the policy arena, such as foresight, goal-setting, budgeting, management and evaluation, and leadership. (MLH)

ED 297 440

EA 020 167

Biblop, John
Information Externalities and the Social Payoff to
Academic Achievement. Working Paper No.
87-46. Revised.
State Univ. of New York, Ithaca. School of Industrial and Labor Relations at Cornell Univ.
Pub Date—10 Mar 88

State Univ. of New York, Ithaca. School of Industrial and Labor Relations at Cornell Univ.

Pub Data—10 Mar 88

Note—62p.

Pub Type—Reports - Research (143)

EDRS Price - MF91/PC03 Plus Postage.

Descriptors—"Academic Achievement, "Compensation (Remuneration), "Credentials, "Education Work Relationship, Elementary Secondary Education, Outcomes of Education, "Productivity, "Salary Wage Differentials

Wage rates and earnings can mislead public and private decisionamakers about the social benefits of certain kinds of education and training investments. This confusion arises because (1) workers and employers prefer employment contracts that downplay productivity differences among workers doing the same job, and (2) important dimensions of educational and training accomplishment (skill, knowledge, and competencies) are often not signaled to potential employers and therefore have limited influence on job allocations. This situation results in significant productivity differentials among workers receiving the same pay for the same job, Some differentials are related to inefficiently signaled educational and training accomplishments (or academic achievement). This paper develops a simple signaling/implicit contract model of the labor market. True productivity depends on general intellectual achievement and educational credentials, but since the former is unobservable, pay is based on credentials and undercompensate academic achievement same undercompensate academic achievement. Next, the paper refutes an assumed equality between simple wage and individual marginal revenue products. A hypothesis equating productivity with wage effects of general intellectual achievement is also refuted. Finally, the paper develops a method of estimating academic achievement's true impact on productivity. The analysis strongly supports signaling theory. The tendency to underreward academic achievement may help explain why American high school students devolve less time and energy to learning than 0 their counterparts abroad. Included are

ED 297 441

Resource Catalog. Design for School Excellence
School Improvement Program, 1986-87.
Cincinnati Public Schools, Ohio. Dept. of Curricu-

lum and Instruct

Pub Date—20 Aug 86
Note—50p.
Pub Type— Reference Materials - Directories/Cat-

Pub Date—20 Aug 86
Note—50p.
Pub Type—Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC02 Plus Pestage.
Descriptors—Elementary Secondary Education, eExcellence in Education, "Inservice Teacher Education, Instructional Improvement, Program Descriptions, Tables (Data)
Identifiers—"Cincinnati Public Schools OH
This is the first draft of a catalog of resources being developed to help the Cincinnati (Ohio) Public Schools identify inservice programs and other resources in connection with the Design for School Excellence. Two tables show the relationship between the resources and the Design for School Excellence indicators. The first table is coded to the programs that have been produced or adopted by the Cincinnati Public Schools over a period of years for the improvement of instruction, attendance, and social skills, among others. The second table shows cross references for the Design for School Excellence to audio- and video-tapes and other materials available in the Staff Development Center of the Cincinnati Public Schools. Each program description includes (1) the intended audience, (2) a brief description, (3) training provisions, (4) program materials, and (5) contacts for further information. (TE)

ED 297 442

EA 020 170

Foote, Tom H.

EA 020 17

Rose, Tom H.

The Managerial Grid for Teachers: Evidence, Practical Applications, and Directions for Future Research.

Foots. Tom H.

The Managerial Grid for Teachers: Evidence, Practical Applications, and Directions for Future Research.

Pub Date—28 Feb 88

Note—63p; Paper presented at the Annual Meeting of the American Educational Research Association (New Orieans, LA, April 5-9, 1988).

Pub Type—Reports - Research (143)—Speeches/-Meeting Papers (150)

EDRS Prics - MF91/PCI3 Plas Postage.

Descriptors—Dropout Rate, Elementary Secondary Education, "Relevance (Education), "School effectiveness. "Student Evaluation of Teacher Performance, "Student Evaluation of Teacher Performance, "Student Needs, Teacher Education, "Teacher Effectiveness Increasing dropout rates, marked decline in college preparatory enrollment, and reports of students growing dissatisfaction with school prompted this exploration of the dimensions underlying teaching and the ways that microeconomics might positively influence teaching effectiveness. The literature review supports 10 advantages offered by student evaluations of teaching (SETS) in complementing student achievement as a schooling effectiveness measure. The Fox SETS studies show that teachers' enthusiasm accounts for twice the student achievement that lecture content does. This study's analysis was based on a sample of 60 teacher aggregates of 3-961 student questionnaires gathered over 2 years from the same high school. Factor analysis of 52 variables revealed "student-caring" versus "task-driven" as key research-based, teaching dimensions. The resulting "managerial grid" for teachers offered graphic perspectives of interrelationships not afforded by conventional frameworks. Using "student satisfaction with teacher performance" as the dependent variable, allocative efficiency was probed using planar and other quantitative techniques. Results show that "student-caring" has substantially more influence on antifaction than does "task-driven." Teachers are implicitly paid considerably less for caring than for task-driven behaviors. Reallocating salaries to produce teaching that interests students poses

ED 297 443 EA 020 171

Gale, Stephen B. Harkins, Seth B.
Disciplining Handicapped Students in a Comprehensive Secondary School Setting: Legal, Administrative, and Instructional Challenges.
Pub Date—Nov 87

Notes—20. Dec.

Pub Date—Nov 87

Note—29p., Paper presented at the Annual Meeting of the National Organization on Legal Problems in Education (33rd, New Orleans, LA, November 18-22, 1987).

Pub Type—Legal/Legialative/Regulatory Materials (090) — Speeches/Meeting Papers (150)
EDRS Price - MP01/PC02 Plus Peotage.
Descriptors—Behavior Modification, Compliance (Legal), Court Litigation, Diagnostic Teaching, "Disabilities, "Discipline, "Discipline Problems, Elementary Secondary Education, Exceptional Persons, Federal Legialation, "Legal Problems, Mainstreaming, Rehabilitation, "Special Education

-Education for All Handicapped Children Act

dren Act
Twelve years have elapsed since Public Law
4-142, the Education for All Handicapped Children Act (EAHCA), was passed by Congress. This
paper accordingly reviews the far-reaching effects of
EAHCA on the educational enterprise, focusing on
the legal, administrative, and instructional chillenges of disciplining handicapped students in a comprehensive secondary school setting. The first
section reviews cases pertaining to a growing and
complicated body of case law that directly affects
the professional practice of disciplinary officers,
special education administrators, parents, and students. The second section addresses the problems of
translating case law into professional practice at the
local school building level. The third section describes the way in which Glenbrook South High
School in Glenview, Illinois has implemented diagnostically grounded discipline in its special education program through cooperation with the

community. The fourth section presents three case studies involving diagnostically grounded discipline of handicapped students. The conclusion summar-ies the disciplinary model set furth in the paper. plinary model set forth in the paper. izes the di

ED 297 444 EA 020 173

MacDougall, Carol Beards Need Education, Tool National School Beards Association, Alexandria, VA. Educational Policies Service.

Pub Date-May 88

Note—May os Note—May From—Publications, National School Boards Association, 1680 Duke Street, Alexan-dria, VA 22314.

Boards Association, 1680 Duke Street, Alexandria, VA 22314.
Journal Cla — Updating School Board Policies; v19 n5 p1-2,3 May 1988
Pub Type—Guides - Non-Classroom (055) — Legal/Legialstive/Regulatory Materials (090) — Journal Articles (080)
EDRS Price - MF0L/PC01 Plus Postage.
Descriptors—Board of Education Policy, "Boards of Education, Consultants, Decision Making, Elementary Secondary Education, "Inservice Education, Localership Responsibility, "Leadership Training, "Orientation, "Professional Continuing Education, Professional Development, Public Schools, Superintendents
Local school boards bear the responsibility for goal-setting, policy-making, hiring, firing, construction, curriculum, and budget allocations. Competent boards need to become and remain informed about emerging, continuing, and future issues. School boards are turning to annual inservice programs to improve their decision-making skills. A sample program is described and ordering information listed for a publication intended for school boards interested in self-evaluation. (MLF)

ED 297 445

ED 297 445 EA 020 175

Odden, Allan Gerunios, John
Chief School Business Officer Certification in
California: An Idea Whose Time Has Come?
Pub Date—Jan 88

Pub Date—Jan 88
Note—25p.; Paper presented at the Annual Meeting of the California Association of School Business Officials (Fresno, CA, April 12-14, 1988).
Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MT01/PC01 Plus Postage.
Descriptors—"Administrator Education, "Certification, Elementary Secondary Education, "Job Skills, "Management Development, "Money Management, "School Business Officials Identifiers—"California
The recommendation to require state certification

Management, \*School Business Officials Identifiers—\*California

The recommendation to require state certification of chief school business officers (CSBO's) is an attempt to strengthen the public schools business function, to raise the CSBO's status, and to underscore the relationships between the business and program sides of school district operations. Although the CSBO has traditionally been viewed as the school bookkeeper, this position's duties and functions have grown exponentially during the past decades as school business activities have expanded in complexity. Also, recent state reform movements have created a new interest in more effective and efficient education resources management. Prior to discussing CSBO certification, the paper first describes the new job definition and workplace characteristics from which a set of competencies and standards can be established. Then the paper examines arguments for and against CSBO certification in California and examines certification scitvities in other states. Finally, some conclusions and recommendations are offered for California. Clearly, steps are needed to strengthen the competencies and skills of CSBO. Scrtification should be institututed as a first step. Also, individual assessment, rather than course or program approval, should be used for the certification process. The certificate should have a continuing education requirement. Further analysis is needed for CSBO included is an appendix describing certification requirements for selected states. (MLH)

ED 297 446

EA 020 180

ED 297 446 EA 020 180

MacPherson, R. J. S. Towards Research-Research-Driven and Research-Based duate Curricula for Educational Administrators. Pub Date—Sep 87

Note-22p.; Paper presented at the Annual Meet-ing of the British Management and Administra-

tion Society (Southampton, England, September 1987).

tion Society (Southampton, England, September 1987).

Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MP01/PC01 Plus Postage.
Descriptors—"Administrative Principles, "Administration Instrator Education," Sducational Administration, "Educational Philosophy, Foreign Countries, Higher Education, "Marxian Analysis

The field of educational administration has a major credibility problem in academe because it is seen to lack a convincing theoretical base. In the practical world of politics, management, and teaching, it appears that educational values are easily rendered marginal in policy making and that team and institutional leaders lack a sophisticated understanding of educative leadership. This paper presumes that the field has to rebuild its theory around the trustworthy windom of exemplary practitioners and the ideas of educationally critical theorists. The focus is on how postgraduate learning might contribute to this reconstruction. The advantages and disadvantages of creating research-driven and research-based postgraduate curricula are discussed. References are included. (Author/TE)

ED 297 447

MacPherson, R. J. S.
Equal Power in Adversity: An Educational Myth
for Post-Renwick Policy-Making in New
Zealand Education.
Pub Date—Dec 87

Note—25p.; Paper presented at the Joint Annual Meeting of the Australian Association of Re-seachers in Education and the New Zealand Asso-ciation of Researchers in Education (Christchurch, New Zealand, December 3-6, 1987).

1987).
Pub Type— Opinion Papers (120) — Speeches/
Meeting Papers (150)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—\*Educational Philosophy, \*Educational Policy, Elementary Secondary Education,
\*Equal Education, \*Foreign Countries, Foundations of Education, Ulmannistic Education, Libertalism, \*Marxian Analysis, Social Values

This cases, proposers, a pury myth for New Zealand

alism, "Marxian Analysis, Social Values
This paper proposes a new myth for New Zealand
education policy development: "equal power in adversity." Unlike the preliberalism Darwinian myth,
"survival of the fittest," and its replacement, "equal
opportunities," the new myth would incorporate
and reconstrue the socially critical postulates of the
currently hegemonic "equal outcomes" myth using
a pragmatic, holistic, and econo-political imagination. (Author) n. (Author)

BD 297 448

Osborne, Willie D., Jr. Wiggins, Thomas
Comparing Actual and Desired Tasks in the School
Principalship.

Pub Date—Apr 88

Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).

Pub Type—Reports - Descriptive (141) —
Speeches/Meeting Papers (150)

EDRS Price - MP0L/POB Plus Postage.
Descriptors—\*Administrator Role, \*Efficiency,
Higher Education, \*Principals, \*School Administration, Secondary Education, Socialization
Identifiers—\*Administrator Effectiveness, \*Oklahoma\*

Identifiers—\*Administrator Effectiveness, \*Oklahoma

The school principalship has undergone change in the past decade. Principals are expected to make daily decisions in the best interests of students within their school systems. Secondary school principals are socialized to choose between idealized (or desired) tasks and conventional (or actual) tasks associated with their job. A literature review discloses that discipline, feedback, efficiency versus effectiveness, and individual personality needs versus institutional role requirements are very real problems for today's administrator. This paper describes a survey of high school principals randomly chosen from 615 Oklahoma school districts; 350 questionnaires were mailed out, with a 58 percent response (N= 200). Correctional analysis and analysis of variance were used to prove that no conflict exists between what Oklahoma secondary principals actually do and what they think should be done. Also, neither school size nor recent attendance at a higher education institution has any bearing on secondary administrators' actual and desired task priorities when compared to similar 1977 studies. While more research is needed, the present study

hould help higher education institutions under-tand secondary principals' tasks and principals un-erstand the effects of their everday decisions. Included are 30 references. (MLH)

ED 297 449

EA 020 185

Shannon, Glenda S.
The Business Administrator and the Negotiated

The Business Administrator and the Negotiated Order.
Pub Date—Apr 88
Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrator Responsibility, Administrator Role, Budgeting, \*Conflict Resolution, Cooperation, Coordination, Elementary Secondary Education, \*Occupational Information, Occupational Surveys, \*Organizational Theories, Public Schools, \*Resource Allocation, \*School Business Officials, School Districts Identifiers—\*Negotiated Order Model, Washington.

ton
To explore the role, responsibilities, and organizational relationships of a business administrator
within the school district, six districts in the state of
Washington were selected for examination.
Semi-structured interviews were conducted along
with observation of related decompants to (1). semi-structured interviews were executed for extannation, semi-structured interviews were conducted along with observation of relevant documents to (1) describe the role and responsibilities of the business administrator; (2) examine the organizational structure of the district; and (3) explore the nature of the relationship of the noninstructional and instructional services. In this preliminary analysis, the report examines the relationships and interactions between the noninstructional and instructional units in the area of resource allocations and the related decision-making processes. Preliminary analysis suggests that a negotiated order exists that provides the process for resolution of the conflicts that arise from overlapping and ambiguous responsibilities and perspectives. The concept of the spheres of influence suggests a perspective for viewing the exist and perspectives. The concept of the spheres of influence suggests a perspective for viewing the exist ing structure and encourages the development of a strategy for obtaining a negotiated order that reduces potential conflict and enhances the stability of the organization. (MLF) duces potential conflict at the organization. (MLF)

ED 297 450

EA 020 192

the organization. (MLF)

ED 297 450

Ahola-Sidaway, Janice A.

Prom Gemeinschaft to Gesellschaft: A Case Study of Stadeat Transition from Elementary School to High School.

Pub Date—Apr 88

Note—37p; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MP01/PC02 Plus Postage.

Descriptors—Beducational Environment, Elementary Secondary Educations Preign Countries, Interpersonal Relationship, Participant Observation, Social Characteristics, Social Development, Social Experience, Social Influences, Social Interpersonal Relationship, Participant Observation, Social Experience, Social Influences, Social Interpersonal Relationship, Student Behavior, Student Experience, Student Behavior, Student Experience, Student Subcultures Identifiers—Quebec, Symboble Interaction Theory, Tonnies (Ferdinand)

This paper examines the key differences between elementary school to high school it presents a selective summary of a rasjor research study that focused on the fundamental differences between elementary school to high school student life as experienced by a group of students in transition, and how these students adapted to these differences. Two theoretical perspectives provided the basis for the analysis symbolic interaction theory and Ferdinand Tonnies' distinction between "Gemeinschaft" (Community) and "Gesellschaft" (Association). Participant observation was used to record structural and interactional data related to student life at and around the time when the children at St. Prancis Elementary School were reaching the end of the elementary school of Royslton High, and then of the fundamental RIE JAN 1989

differences between elementary school life and high school life as viewed by students in transition. The paper concludes with general reflections on the findings of the study with respect to the issue of school size, the differing socialization environments of elementary and high school, attitudes toward work, student relationships, and staff-student relationships. This is followed by a brief survey of future considerations for researchers and issues for policymakers, educators, and parents. References are included. (TB)

ED 297 451 EA 020 194

Duckworth, Ker Coping with Student Absentesism. National Association of Secondary School Princi-pals, Reston, Va. Pub Date—May 88

Note—14p.

Available from—Publications, National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 (\$1.25; quantity

discounts).

Journal Cit—The Practitioner; v14 n4 May 1988
Pub Type— Guides- Non-Classroom (055) — Journal Articles (080)

EDRS Price - MF01 Plus Postage. PC Not Avail-

nal Articles (080)
EDRS Price - MF01 Plus Postage. PC Not Avallable from EDRS.
Descriptors—Attendance, "Attendance Psterna, Attendance Records, Computer Uses in Education, Dropout Prevention, High Risk Students, High Schools, High School Students, Policy Formation, "Prevention, Rewards, School Holding Power, "Student Motivation, "Student School Relationship, "Trusncy, Urban Education High school administrators are concerned about the contribution of student absenteeism to poor academic performance and the likelihood of dropping out. Administrators are faced with the difficult task of deciding which incentives will make regular school attendance more meaningful to students, and which penalties may make trusncy and claus cutting less attractive. Responses from six urban high schools studied from 1983 to 1985 indicate that the most important ingredients in reducing absenteeism are the following: (1) a computerized system of monitoring and recording absences; (2) political alliances with teachers and parents committed to reducing trusncy; (3) consistency in imposing penalties for repeat offenders; (4) creation and support of intervention programs, and (5) patience and the will to persevere through early implementation problems. Summaries of the programs to reduce trusnat behavior are cited for three high schools in Portland, Oregon; one in Eugene, Oregon; and two in Louisville, Kentucky. (MLF)

ED 297 452
Englund. Tomas
Curriculum as a Political Problem: A Historical
Perspective.
Pub Date—Apr 38
Note—27p; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
Pub Type—Speeches/Meeting Papers (150)—
Historical Materials (060)—Reports - Evaluative (142)

(142)

(142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Citizenship Education, Democratic Values, Educational Objectives, "Educational Philosophy, Elementary Secondary Education, Epistemology, "Foreign Countries, "Foundations of Education, "Marxian Analysis, "Politics of Education, "Public Education, Relevance (Education, "Public Education, Relevance (Education, "Public Education, Relevance (Education)."

Identifiers—"Sweden

This study sets out to examine fundamental aspects of citizenship education in Swedish achools, based on the theory that, in a democracy with a system of compulsory public education, curricula are the products of political compromise, accommodating the aims of several different groups. From this perspective, the school as an ideological state apparatus at once has a cohesive function, yet it allows scope for different interpretations of curriculum aims, and hence for change. The study is accordingly concerned with overriding school objectives and certain determinants of teaching content relating to the transmission by schools of views of society and knowledge, as embodied in citizenship education. After a background discussion of this theoretical perspective, the study begins with a historical review of the school reforms of 1918-19 and the civic curriculum code. The determinants of the content of citizenship education are analyzed

next, followed by a discussion of the patriarchal, scientific-rational, and democratic premises of the civic curriculum code. References are included.

ED 297 453

EA 020 197

ED 297 453

EA 020 197

Weiler, Hans N.

The Politics of Aborted Reform: Education and the Legitimacy of the State in France and West Germany.

Pub Date—Apr 88

Note—27p; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, L.A. April 5-9, 1988).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF6I/PC02 Plus Postage.

Descriptors—"Developed Nations, "Educational Change, Elementary Secondary Education, "Failure, Foreign Countries, "Policy Formation, "Politics of Education, Program Implementation Idc. riflers—"France, "West Germany

As this paper demonstrates, studying abortive educational reforms reveals a great deal about the complex political dynamics involved in making (and unmaking) key policy decisions. Using case studies of France and West Germany, the paper argues that he state in advanced industrial countries tends to maximize the political gains derived from designing and appearing to implement reforms while minimizing political costs. This situation is attributed to the recoison of the state's authority where education is concerned. The case of West Germany centers on attempting to introduce a comprehensive postelementary education system in lieu of the traditional three-tiered system. The case of the Fifth Republic of France (since 1958) is more difficult and diffuse, with projects aimed in various directions over the years. The central tendency was to overcome or reduce the internal stratification in secondary schooling. This paper explains each case, advances the theoretical argument concerned with state suthority, and shows how the two cases support the design of educational reforms as a much less hazardous and more advantageous proposition than their implementation. France and West Germany hold no monopoly on the politics of nonreform in education; reforms elsewhere are also withering on the vice as fretoric enlarges and financial capability decreases. Included are 32 references. (MLH)

vine as rhetoric enlarges and financial capability decreases. Included are 32 references. (MLH)

ED 297 454

ED 297 454

A Study of Educational Reform in the Southeast: Asplication of a Methodology to Map and Track Educational Reform in the Southeast: Asplication of a Methodology to Map and Track Educational Reforms.

Pub Date—8 Apr 88

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF61/PC01 Plus Postage.

Descriptors—Change Strategies, "Comparative Analysis, Educational Change, Educational Innovation, Elementary Secondary Education, "Excellence in Education, "Research Proposals, School Statistics, State Action, "State Programs, State Standards, Surveys

In 1983 a number of reports were issued calling for the reform of elementary and secondary education in the United States. This paper describes a methodology for a study that will compare and contrast reliable information across the southeastern states about the implementation of actual reform initiatives, using a framework of 41 major categories of reform, derived from commissioned reports, statewide reform plans and legislative bills, oversight committees and evaluation reports, and reports issued by state boards or departments of reducation. For each category, each state will be analyzed to determine whether that reform initiative has been proposed, mandated, or implemented. These results will be captured in summary fashion in a separate document for each state. A sample page from one of these state summary reports included. Octher documents to result from the study will included. Teforms across states, emphasizing timing, implementation, results, and problems. Refering

ences are included. (TE)

EA 020 200

ED 297 455

Van de Water, Julia C.

An Examination of the Selection Criteria and the Interview Process for Hiring Public School Principals in New York State.

Pub Date—Apr 88

Note—27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150) — Information Analyses (070)

ciation (New Orleans, LA, April 5-9, 1988).
Pub Typer-Reports - Research (143) — Speeches/Meeting Papers (150) — Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Administrator Role, "Administrator Selection, Educational Change, Elementary Secondary Education, "Employment Interviews, "Leadership Qualities, "Principals, "Public Schools, "Superintendents Identifiers—New York
While much has been wristen about teacher selection bas received scant attention beyond recognizing the need for improved school leadership and management. Research has shown that building administrators do make a difference and that leadership behavior is positively connected with school outcomes. With nearly half of the nation's principals approaching retirement age, hiring principals abould be well-planned, not left to chance. This study examines the competencies and qualities that New York State public school superintendents considered essential for prospective principals. A mail survey was sent to a random sample drawn from 731 New York superintendents. In the survey, both selection criteria and initial interview characteristics were rated according to a seven-point scale. The questionnaire also sought information about the district's management of the interview process and staff, student, and local community involvement. The response rate was 74 percent. Findings showed that the effective principal is considered both an instructional leader and a human relations specialist. The instructional leader and a human relations specialist. The instruction election criteria include principal behavior linked to student achievement and communical teses standards to institutions responsible for preservice training. Interviews should also be supplemented by alternative devices. Included are 67 references. (MLH)

ED 297 456

Slattery, Patrick Hall, Gayle

Models of Teacher Evaluation. Policy Bulletin No. EA 020 202

Z.
Consortium on Educational Policy Studies, Bloomington, IN.
Spons Agency—Indiana Univ., Bloomington.
School of Education.; Lilly Endowment, Inc., In-

Spons Agency—Indians Univ., Bloomington. School of Education; Lilly Endowment, Inc., Indianapolis, Ind.
Pub Date—Apr 88
Note—5p.
Pub Type—Information Analyses (070)
EDRS Price - MF01/PC01 Plus Pestage.
Descriptors—Bducational Legislation, Bducational Policy, Elementary Secondary Education, Evaluation Criteris, Evaluation Methods, Public Schools, School Districts, State Legislation, "Teacher Evaluation Identifiers—"Indiana
This bulletin summarizes: (1) the Indiana law (HB 1360) that requires public schools to implement teacher performance evaluations as a condition of accreditation, (2) a recent study of teacher evaluation plans and techniques commissioned for the Indiana Department of Education's teacher evaluation guidelines, and (4) evaluation plans used in three Indiana school districts. The three Indiana teacher evaluation guidelines, and (4) evaluation plans used in three Indiana school districts. The three Indiana teacher evaluation in general inter than on programs grand reachers. The focus of this bulletin is on teacher evaluation in general rather than on programs designed specifically for beginning teachers. (51)

EA 020 203

ne, Jan ant of Renewed Secondary Education in

Pub Date—Apr 88
Note—28p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
Pub Type— Reports - Bvaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, Curriculum Development, \*Educational Change, Elementary Secondary Education, Foreign Countries, Middle Schools, \*Program Development, \*Program Effectiveness, \*Program Implementation, School Organization, Teacher Attitudes, Teaching Methods

fectiveness, "Program Implementation, School Organization, Teacher Attitudes, Teaching Methods Identifiers—"Belgium
Most of the middle schools in Belgium are 2-year schools that form a link between the 6 years of elementary education and the last 4 years of secondary education. In Flanders they are regarded as an example of the more global reform of the secondary educational system in a comprehensive sense. First, this document outlines the new system of secondary education as it took shape in the beginning of the 1970s, thereby focusing on the first 2 years—the so-called observation stage. It then sketches the development of renewed secondary education and the current situation. In this connection the document deals with the middle school and the innovation strategy that followed. Thirdly, a report is given of the research so far carried out. As appears from this contribution, the changes in and the adoption of the new educational structure have not always led to a new school structure and a new school culture. In general, the movement toward moderate comprehensiveness has had only a limited effect on the behavior of the teachers; there are more indications of effects on the school career of the students. Included are 22 references, 4 tables, and 2 figures. (Author/RG)

ED 297 458 EA 020 208

ED 297 458

Terney, William G.
Organizational Culture and Time.
Pub Date—Apr 88

Note—31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/FC02 Plus Postage.
Descriptors—Administrator Attitudes, Administrators, "Cultural Awareness, "Cultural Influences, Higher Education, Interpretive Stills, Organizational Objectives, "Organizational Theories, Organizational Groups), "Time, "Time Management Writers have noted how the concept of time is a key component of organizational Phavior. This paper argues that an interpretive perspective on organizational culture provides a useful framework within which to consider time. The paper differentiates between rationalist and cultural conceptions of time and lays out a framework for organizational time as an element of culture. The article concludes with suggestions for administrators with regard to the cultural context of time. The document includes 25 references. (Author/RG)

ED 297 459

ED 297 459 EA 020 210

ED 297 459

Bamburg, Jerry D. Andrews, Richard L.
Implementing Change in Secondary Schools Using

Effective Schools Research.
Pub Date—5 Apr 88

Note—134p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).

Available from—Publications, College of Education

PGRA, M206 Miller Hall, DQ-12, University of

Washington, Seattle, WA 98195 (34.00).

Pub Type—Reports—Research (143) — Speeches/Meeting Papers (150) — Tests/Questionnaires

(160)

Meeting Papers (150) — Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors— "Canage Strategies, "Cooperative Programs, Educational Change, Educational Improvement, Education Planning, Inservice Teacher Education, Organizational Climate, "Organizational October Descriptions", "School Effectiveness, Secondary Education, Secondary Schools, Staff Development, Surveys, Teacher Administrator Relationship, Teacher Attitudes, Teacher Morale, Teacher Participation Identifiers—"Effective Schools Project

This paper describes research based on the Effective Schools Project, a collaborative project between

the University of Washington and the Seattle School District. The research was undertaken to determine the amount of change that took place in two rural high schools over two years and to analyze the factors that contributed to those changes based two rural high schools over two years and to analyze the factors that contributed to those changes based on the responses of the staff in each school to a Staff Assessment Questionnaire; interviews with the staff, building administrators, and central office administrators; and archival information. Results of the questionnaire are discussed in a case study format for each school, interspersed with a series of tables showing selected items from the Effective Schools Characteristics. The ensuing discussion of these findings in both schools focuses on the following factors: the need for apecificity in determining what is needed to implement an innovation; the need for appropriate strategies, such as inservice training, resource support, feedback mechanisms, and participation, to implement the innovation; and organizational climate, or staff perceptions of the motivating purposes behind organizational processes. The findings suggest that implementing changes in secondary schools is often the result of both planned and unplanned activities. References are included, and the the staff assessment questionaire is appended, along with reliability estimates, a breakdown of the results, and assorted archival materials from the schools. (TE)

EA 020 216

ED 297 460 EA 020 21 Bryans, Charles Michael A Comparison of State Methods of Perchasing School Bus Bodies. Mesographs in Education

Georgia Univ., Athens. Bureau of Educational Ser-

Pub Date-88

Note—62p.

Available from—Publications, Bureau of Educational Services, G-9 Aderhold Hall, University of Georgia, Athens, GA 30602 (\$6.50; quantity dis-

Ceorgia, Athens, GA 30602 (86.50; quantity discounts).

Pub Type—Reports - Research (143) — Guides - Non-Clasaroom (055)

EDRS Price - MP61/PC03 Plus Postage.

Descriptors—Bilds, "Cost Effectiveness, Cost Indexes, Educational Finance, Elementary Secondary Education, National Surveys, "Purchasing, "School Buses Identifiers—Georgia

The purpose of this study was to explore alternative methods for saving public funds in the purchasing of school bus bodies in the state of Georgia

The purpose of this study was to explore alternative methods to saving public funds in the purchasing of school bus bodies in the state of Georgia Officials from each of the 50 states responded to a questionnaire that solicited descriptions of the methods used by state officials in purchasing school bus bodies. The discussion focuses on (1) the description of various state plans for purchasing school bus bodies; (2) the variation in prices paid in Georgia during the 1984-85 school year for school bus bodies from states that use a state purchasing plan; and (4) a comparison between prices paid in Georgia for school bus bodies from states that use a state purchasing plan; and (4) a comparison between prices paid in Georgia for school bus bodies from states that use a state purchasing plan; and (4) a comparison between prices paid in Georgia for school bus bodies to the counties in Georgia during the 1984-85 school year is also included. Conclusions and recommendations are offered for the purpose of providing direction in purchasing school bus bodies. (SI)

ED 297 461

Summary of National Reform Recommendations.

Program Report Prepared for the Chicago
School Reform Design Project.

Northwest Regional Educational Lab., Portland,

Oreg. Pub Date—31 Dec 87

Orga.

Pub Date—31 Dec 87

Note—30p.
Pub Type— Opinion Papers (120)

EDRS Price - MP01/PC02 Plus Postage.
Descriptors—Administrator Effectiveness, Curriculum Development, "Educational Change, "Educational Improvement, Elementary Secondary Education, Equal Education, Instructional Improvement, Principals, "Research School Sussiness Relationship, "School Effectiveness, School Organization, School Support, Teacher Effectiveness Identifiers—"Chicago Public Schools II., Northwest Regional Educational Laboratory The Northwest Regional Educational Laboratory (NWREL) recently provided school improvement assistance to the Chicago Public Schools. As part of its work, the NWREL reviewed 39 national reform

reports in order to summarize the research findings on effective principals and teachers, curriculum, equity, partnerships and responsibilities, parent involvement, funding, school organization and structure, instruction, and support services. This report is a result of that effort. Each recommendation under each of the sections is followed by a number, referring to a numbered bibliography of the national reform reports from which the recommendations are derived. (TE)

EA 020 224

D'Amico, Joseph J. Strategic Planning for Educational Reform and

ED 297 462
EA 020 224
D'Amico, Joseph J.
Strategic Plansing for Educational Reform and Improvement. Research for Better Schools, Inc., Philadelphia, Pa. Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Apr 88
Note—56p; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
Pub Type—Speeches/Meeting Papers (150)—Reports - Evaluative (142)
EDRS Price - MP01/PC03 Plus Postage.
Descriptors—"Change Strategies, "Educational Change, Educational Improvement. Blementary Secondary Education, Policy Formation, "School Based Management, "School Organization Identifiers—"Strategic Planning, Strategic Planning for Educ Reform and Improvement. Here and Improvement of the strategic planning process to the task of school renewal and improvement. After outlining the basic elements of strategic planning, and development of the strategic planning, and development of the strategic plan, the paper focuses on using this model to restructure schools. The policy formulation used, SPERI (Strategic Planning for Educational Reform and Improvement), is a set of manageable, concise procedures designed to help educators formulate effective policies. It is conceived of as a rational change process. The system was tested on three schools as case studies. Included are detailed descriptions of the three schools as they implemented this model, with the assistance of the developers, and with particular stention given to contrasts in the way each client group interpreted and adjusted the SPERI components to fit local context, politics, and values. In conclusion, it is noted that local contexts cause variations in the implementation and outcomes of the system. The flexibility required is also discussed. References are appended. (LMS)

ED 297 463 EA 020 226

ED 297 463

EA 020 226

Vandenberghe, Roland

Development of a Questionnaire for Assessing

Principal Change Facilitator Style.

Pub Date—Apr 88

Note—27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orieans, LA, April 5-9, 1988).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plas Postage.

Descriptora—Administrator Characteristics, \*Administrator Effectiveness, Change Agents, Educational Improvement, \*Educational Improvement, \*Educational Improvement, \*Educational Improvement, \*Educational Improvement, and \*Educational Improvement, \*Change, \*Educational Improvement, \*Educational Improvement, \*Educational Improvement, \*Change, \*Educational Improvement, \*Change, \*Educational Improvement, \*Change, \*Educational Improvement, \*Change, \*Educational Individual \*Change, \*Educational Individual \*Change, \*Educational Improvement, \*Change, \*C

ED 297 464 EA 020 23
Douglas, J. Rex Johnson, M. Claradine
Needs Assessment for Administrator Training-As
If You Were Serious!
Pub Date—87
Note—200 EA 020 230 Note—20p. Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Characteristics, Administrator Evaluation, \*Administrator Qualifications, Administrator Role, Educational Environment, Elementary Secondary Education, \*Bvaluation Methods, Job Performance, \*Leadership Qualities, \*Management Development, \*Needs Assessment, Personnel Evaluation, \*Research Methodology, School Surveys, Test Validity, Work Environment
Identifiers—\*Educational Administration Skills Inventors.

Identifiers—"Educational Administration Skills Inventory
The purpose of this paper was to examine an approach to assessing educational needs for school board members, superintendents, and principals and to do that in a way that counteracts the remarkable amount of trivis that has been written on this particular topic. The EASI instrument-Educational Administration Skills Inventory—was used to produce importance/performance data on 14 administrative activities and 16 behavioral skill dimensions. The paper describes, in broad terms, a statewide study to establish importance/performance gaps representant training needs for board members, superintendents, and principals. The model made it possible to recognize areas of greatest need, as well as the particular skills that tend to be associated with that administrative activity. Finally, suggestions were provided for translating the combination of activities and skills into developmental programs for each group, based on the precise data produced. (Author) tory

ED 297 465 EA 020 241

EJJ 497 465

EA 020 241

Program of Requirements Guidelines.

Council of Educational Facility Planners, International, Columbus, OH.

Pub Date—Jul 85

Note—239.

Pub Type— Guides - General (050) — Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Construction Newton Descriptors—Construction Descriptors—Construction Newton Descriptors—Construction Descriptors—

able trow Educational Pacilities, Educational Facilities Improvement, "Educational Facilities Planning, "Facility Guidelines, "Facility Require-

Planning, "Facility Guidelines, "Facility Requirements
These guidelines describe both the role and preparation of a Program of Requirements (POR) in the planning and design of capital improvements projects. The purpose of POR is to define very clearly facility needs and objectives to the designer. The POR consists of five parts: (i) the title page; (2) part A, a summary of the project and general information to acquaint the designer and others with anticipated funding, site concerns, general characteristics of the program, general institutional requirements, and a listing of the participants involved in the project; (3) part B, a summary of the desired facilities; (4) part C, a description, in detail, of the use, specifications and contents for each room/area/facility identified in the preceding part B; and (5) appendices. The five parts of a POR are discussed separately, along with sample formats and sample illustrations. (SI)

ED 297 466

EA 020 24:
Talking with Educators. The Results of a Series of
Conferences Designed To Give Voice to the
Views of Outstanding North Carolina Educators.
Public School Forum of North Carolina, Raieigh.
Pub Date—[88] EA 020 243

Pub Date—[88]
Note—34p.
Pub Type— Collected Works - Proceedings (021)
Pub Type— Collected Works - Proceedings (021)
BDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—"Collegiality, "Educational Change, Educational Fainting, Elementary Secondary Education, "School Based Management Identifiers—"North Carolina ducators, administra—"Cone 300 North Carolina educators, administra—"

Identifiers—"North Carolina
Over 300 North Carolina educators, administrators, and policy makers were brought together in a series of six conferences to express their views about what can be done to improve their state's schools. Two questions were discussed: (1) In the eyes of outstanding educators, what changes at the school building level would make the greatest improvement in student learning?; and (2) what changes would make schools a better place in which to work? The findings of these conversations, reported in this document, focus around six emerging issues: principals and teachers need more control over site issues including budgets and resources; planning time is needed for faculties to work together; class sizes should be reduced; more cierical assistance and sup-

port staff should be available; building facilities should be improved; and noninstructional duties should be eliminated for professional staff. Implications from this collaborative discussion are summarized. Appended are comments by some participants, listings of the participants, listings of the participants, detailed data from each of the meetings, and an agenda.

ED 297 467

ED 297 467

North Carolina's Lead Teacher/Restructured School Pilot Project: An Interim Report.

Public School Forum of North Carolina, Raleigh.

Pub Date—8

Note—19p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Accountability, "Career Ladders, "Educational Change, Elementary Secondary Education, "Master Teachers, Pilot Projects, Public Schools, School Based Management, Teacher Participation

Identifiers—North Carolina

This is a description of a pilot project in three North Carolina county schools whose goal is to combine their new career ladder for teachers with the recommendations of the Carnegie Report on restructuring the way schools are organized. This is model before expanding it to the entire state. The plan began with implementation of a three-rung ladder for teachers. Also, participating schools moved decision—making authority to the building level with the faculties and administrators having great latitude over the use of resources, budgeting, and time. The lack of flexibility inherent in working within state guidelines is discussed and the ways the project surmounted these obstacles are given. In addition, the manner in which the schools are being plead accountable regarding students, teachers, and principals is detailed. Appended are a planning overview of the project, graphic displays of the project designs, and a timeline. (LMS)

ED 297 468 EA 020 249

ED 297 468

ED 297 468

EA 020 249

Lucders, Wayne J.

Recruiting and Selecting a Superintendent.

Iowa Association of School Boards, Des Moines.

Pub Date—36

Note—60p.

Available from—Publication Sales, Iowa Association of School Boards, Insurance Exchange Building, 305 5th Avenue, Des Moines, 1A 50309-2316

(39.00; quantity discounts).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MP01 Plus Postage, PC Net Available from EDRS.

Descriptors—Administrator Qualifications, "Administrator Selection, "Board of Education Policy, "Board of Education Role, Consultants, Elementary Secondary Education, Interviews, Recruitment, School Districts, School Support, "Superintendents Identifiers—Iowa

This manual is a resource document and guide for school boards to use in recruiting and selecting a superintendent. The material provides a basis to first identify the critical decisions that need to be made and, second, to consider alternatives or options to each of the major decision areas. The following factors are discussed: (1) the board's role in recruiting: (2) the public's involvement; (3) alternative selection resources such as consultants; (4) a planning outline sample; (5) an evaluation of school district's meeds; (6) qualifications for superintendent; (7) internal promotion possibilities; (8) recruitment of candidates; (9) screening process; (10) the interview; (11) community visits; (12) the selection process; and (13) lows Public Records Law/Open Meetings Law. Appended are a superintendent job description and forms for application, assessment, and contracts. (SI)

ED 297 469

ED 297 469 EA 020 250

ED 297 469

Hannaford, Brian D.

A Risky Business: Changing a Secondary School.

Report No.—18BN-1-86252-743-1

Pub Date.—86

Note.—432p.

Available from.—B.D. Hannaford, 12 Hackett Terrace, Marryatville 5068, South Australia (335.00 plus 55.00 handling).

Pub Type—Books (010) — Reports - Descriptive (141)

EDBS Price - MF01/2018 M.—

EDRS Price - MP01/PC18 Plus Postage.

RIE JAN 1989

Descriptors—Administrator Responsibility, Administrator Role, Case Studies, Change Strategies, Curriculum, Disadvantaged, Discipline, Educational Assessment, Educational Facilities, Educational Innovation, Foreign Countries, Gifted, \*Leadership Responsibility, Participant Observation, \*Principals, Research Utilization, School Community Relationship, School Effectiveness, \*School Supervision, \*Secondary Education, Teacher Evaluation, Theory Practice Relationship, Time Management

"School Supervision, "Secondary Education, Teacher Bvaluation, Theory Practice Relationable, Time Management Identifiers—Australia (South Australia)
This book by a former principal of Marion High School in Adelaide, South Australia who held that post from 1972 to 1983, examines the influence of theory and practice of secondary education in many countries upon the management of the school during those years. The first 17 chapters discuss the management of the achool as a whole, addressing the influences upon the principal's thinking and the difficulties he faced in introducing innovation. Topics include aims and objectives, compelling research findings, success orientation, levelling, the school and its community, factors influencing education in the 1970s, curriculum, methodology and the use of class time, the learning resource center concept, independent learning, and assessment of student progress. The remaining chapters, 18 to 30, take up aspects of special interest, present evidence of success, and consider the future. Topics include gifted and disadvantaged students, discipline, additional human resources, scheduling, communication, buildings and grounds, review and teacher growth, the roles of the principal, tension with the education system, and evaluation. A bibliography is included, along with an index. (TE) system, and evaluation. A along with an index. (TE)

ED 297 470

EA 020 254

Gibon, Lizzie
Educational Space Requirements and the Effective
Use of Resources, Conclusions of a Seminar
(Lyzeba, Voksenkollen, Norway, May 20-23,
1986).

1986.
Organisation for Economic Cooperation and Development, Paris (France).
Pub Date—May 88
Note—43p; Some figures may not reproduce clearly.
Available from—Publications, Organisation for Economic Cooperation and Development, 2 Rue Andre Pascal, Paris 75016, France (free).
Pub Type—Collected Works - Proceedings (021) EDRS Price - MP01 Plus Pestage. PC Not Available from EDRS.

able from EDRS.

Descriptors—"Educational Facilities, "Educational Facilities for the Pacific Schools, "Resource Allocation, "Space Utiliza-Schools, "Resource Allocation, "Space Utiliza-

Facilities Improvement, Foreign Countries, High Schools, \*Resource Allocation, \*Space Utilization
Identifiers—\*Norway
The main themes of a seminar conceived as a working forum for people engaged in developing new methods for determining space requirements in eviucation are summarized. After a brief introduction, the following topics are discussed: identification of the requirements for remodeling an existing educational facility, matching the provisions determined with this identified need, using the available resources in the most productive manner, and improving the intensity of use of these facilities. In the discussion of this process, all organizations and individuals are involved from the economic and social communities. The conclusions stress the need for all parts of the process to be taken into account to reach a coherent set of methods and procedures. References are included, and the following materials are appended: a summary of initial stages of a Norwegian research study assessing space requirements and use in educational buildings; a summary of recent work on area standards and the use of teaching space; and a list of documents presented with a select bibliography. (LMS)

ED 297 471

EA 020 255

ED 297 471 Yelland, Richa

EA 020 255

Yellond, Richard
Time for a Change? Conclusions of a Seminar on
the Organisation of School Time and Its Implications for Buildings (Ouranospeli, Greece, October 11-16, 1987).

ber 11-16, 1987).
Organisation for Economic Cooperation and Development, Paris (France).
Pub Date—Jun 88
Note—38p.; Figure 2 contains marginally legible print.
Available from—Publications, Organisation for Economic Cooperation and Development, 2 Rue Andre Pascal, Paris 75016, France (free).

Pub Type— Collected Works - Proceedings (021) EDRS Price - MF01 Plus Postane. PC Not Available from EDRS.

able from EDRS.
Descriptors—"Educational Resources, Elementary Secondary Education, "Flexible Scheduling, Foreign Countries, "School Schedules An international seminar was held to identify the scope for improving the way in which the school day, school week, and school year are organized; to consider the advantages and disadvantages of different patterns of organization; and to examine the implications for buildings and more widely, for change. The participants, from 16 Organisation for Economic Cooperation and Development (OECD) member countries, included architects, teachers, and others professionally concerned with the design and use of educational economic, and social objectives of such changes, but the evaluation of local conditions was stressed. Also covered are the topics of possible types of change: increased use of premises of such changes, but the evaluation of local condi-tions was stressed. Also covered are the topics of possible types of change: increased use of premises during the school day and during nonuse periods, flexible timetables, networking, and year-round schools. A section on the implications of such changes summarizes the findings in the areas of planning, building, funding, and management of the educational buildings. Nine references are included. Appendices include an outline of the purposes and issues discussed during the seminar, a summary of the school year in 13 OECD countries, and a pre-sentation on the building implications of "flexible timetabling." (LMS)

ED 297 472 Richardson, Sandra C. The Principal: Gatekeeper of Change. Pub Date—87 EA 020 259

Pub Type — Information Analyses (070) EDRS Price - MF01/PC02 Plus Postage.

Note—38p.
Pub Type—Information Analyses (070)
EDRS Price - MF0L/PC02 Plass Postage.

Descriptors—Administrative Organization, \*Administrator Effectiveness, Elementary Secondary Education, \*Instructional Leadership, \*Occupational Information, \*Principals, School Administration, \*School Effectiveness.

The role of the principal as the key decision-maker, problem-solver, and agent of change at the school site is discussed in this paper. A review of the recent literature indicates the major ways in which this role may be enhanced to bring about school effectiveness. The first section discusses the skills necessary to be a principal in today's schools. Most important are being able to work with teachers and to determine and appreciate their unique qualities, to innovate, to manage resources efficiently, and to serve as an instructional leader. Next, the conflicts inherent in the role of principal are outlined: the ambiguity of the tasks, the internal and external forces applying different pressures, and the budgetary restraints. Finally, the requirements necessary to implement real change are discussed. Levels of change, the obstacles that routinely inhibit change, some warnings of ways change may be ineffective, and suggestions for evaluating an individual school before beginning any changes are given. A current plan that places more emphasis on longer internships for principals, better graduate programs, and principal centers is also mentioned as a unified way to enhance principal preparation. In summary, whils the student is the most important person in a school, that the principal plays a crucial factor in school effectiveness. The principal's role is difficult but not impossible, and it is this person's commitment to the job that will determine success. References are included. (LMS)

ED 297 473 EA 020 267

Robinzon, Glen
Some Popular Assertions about School Administration: Are They Myths or Realities? ERS
Concerns in Education. Educational Research Service, Arlington, Va.
Pub Date—May 88.
Note—32p.
Available from—Publication Sales, Educational Research Service 2000 Clarendon Blud. Administration

Note—32p.

Available from—Publication Sales, Educational Research Service, 2000 Clarendon Blvd., Arlington, VA 22201 (Stock No. 226-00011; \$14.00).

Pub Type—Reports Evaluative (142) — Opinion Papers (120)

Document Not Available from EDRS.

Descriptors—\*Administrator Effectiveness, Administrator Role, Administrators, \*Educational Administration, \*Educational Finance, Elementary Secondary Education, \*School Administration. Six different assertions about school administration that have recently appeared in the press are examined in this paper in order to determine whether each is myth or reality. The six assertions are: (1) there are too many administrators; (2) the number of administrators is growing rapidly; (3) administrators are being paid too much; (4) increasing amounts of school budgets are going to administration; (5) a lot of money going to administration could be better speat; and (6) administration is an unnecessary burden. The purpose of this paper is to determine if major improvements in student learning would be possible if large amounts of resources were redirected from administration into classroom instruction. The goal is also to distinguish the facts from fiction and the data displayed in chart form are supplied from a variety of public sources. The conclusions reached are that it is important that all data be analyzed carefully to avoid mistakes and that these six assumptions are not supported by the facts. The evidence indicates that school administration is underfunded when compared to similar size businesses, and that little money could be reallocated away from administration. In addition, it is sugested that meaningful improvement depends on accurate assessment of the real problems affecting student learning, for which skillful leadership and effective management are crucial. Resources are appected. (I.MS) effective management are crucial. Resources are appended. (LMS)

ED 297 474 EA 020 269

EA 020 26 Cochrun, Kent S. Turner, A. Lynn Adolescent Suicide and the Role of the School as Seen by Secondary School Principals, Research Monograph.

Monograph.

East Texas School Study Council, Commerce.

Pub Date—86

Pub Date—86
Note—56p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—\*Administrator Role, Counselor
Training, Crisis Intervention, Depression (Psychology), \*Prevention, \*Principals, \*School Role,
School Size, Secondary Education, Statistical
Analysis, \*Suicide
Identifiers—\*Adolescent Suicide, Texas
By means of a survey of secondary school principals, whose schools are members of the East Texas
School Study Council, a regional cooperative of
over 80 schools in the North East Texas area, this
study sought to determine the desired and existing over 80 schools in the North East Texas area, this study sought to determine the desired and existing roles of the principals in dealing with the adolescent suicide problem. The study also identified the areas of training the secondary school principals deemed important in dealing with depressed students and other potential suicide victims. In addition, the study examined whether there were any differences in responses from secondary school principals on the basis of the variables of incidence of suicide or attempted suicide or level of administrators. The data are presented in three sections: demographic data, data organized to answer research questions, and statistical analysis related to different variables. A review of literature related to suicide with a concentrated focus on youth suicide is included. (SI) centrated focus on youth suicide is included. (SI)

ED 297 475 EA 020 276

ED 297 475

Reinser, Eliabeth And Others

Evaluation of the ECIA Chapter 1 Technical

Assistance Centers (TACs).

Policy Studies Associates, Inc., Washington, DC.

Spons Agency—Department of Education, Washington, DC.

Pub Date—Jun 88

Contract—300-85-0103

Note—959.

Pub Type—Reports - Evaluative (142)

EDRS Price - MP01/PC04 Plus Pestage.

Descriptors—Change Strategies, Educational Assessment, Education, "Federal Aid, "Federal Programs, "Government School Relationality, Program Effectiveness, School Support, State School District Relationship, "Technical Assistance

ance ance ldentifiers—Department of Education, \*Education Consolidation Improvement Act Chapter 1, Technical Assistance Centers

nical Assistance Centers
This study evaluated the national network of
Technical Assistance Centers (TACs), which provides technical assistance in evaluation and program
improvement to state and local educational agencies
responsible for implementing programs under
Chapter I of the Education Consolidation and Improvement Act (ECIA). The U.S. Department of
Education currently operates four TACs, which
each provide assistance in a specified region of the

country. The TACs are funded at an overall level of \$3.6 million a year, down from a high of \$8.5 million in 1980-81. The study found that, despite variations across TACs, they have generally selected technical assistance strategies that are consistent with their program goals, with some major exceptions. Other findings indicate that state and local education agencies have significant needs for the assistance provided by TACs. In general, these TACs were found to achieve satisfactory results in their assistance with evaluation and program improvement; the most important result was the interest and enthusiasm they generated among local Chapter I personnel. However, support for TACs by the Department of Education was found to be inadequate. Accordingly, the report concludes with a recommendation that the Department of Education redirect the TAC mission toward increasing the cancity of state education agencies to promote and implement Chapter 1 improvement. References are included. (TE)

EA 020 284 forsythe, George B. And Others dentification and Representation of Leadership

Forsythe, George B. And Others
Identification and Representation of Leadership
Problems.
Pub Date—Apr 88
Note—42p; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MP01/PC02 Plus Postage.
Descriptors—Higher Education, "Interpresonal Communication, Leadership, "Leadership Training," Officer Personnel, "Performance Factors
The first step in a long-term research effort to investigate the relationship between knowledge and its use in the practice of leadership is described in this paper. Detailed interviews with a random sample of 37 senior West Point cadets to were conducted investigate the identification and causal representation of human performance problem simple of 37 senior West Point cadets to were conducted investigate the identification and causal representation of human performance problem simple of 37 senior West Point cadets to were conducted investigate the identification and causal representation of human performance problem simple of 37 senior West Point cadets to were conducted investigate the identification and causal representation of human performance problem simple of 37 senior West Point cadets to were conducted in a content model, called a Model of Organizational Leadership problem? Second, what do cadets regard as the relevant causal features of the leadership problem situation, and how do they organize these to structure an explanation of the problem? The results are presented in answer to these two questions. All of the problems reported involved human performance; no technical problems requiring specific task competence were reported. There was a general lack of complexity in the causal structures used to represent each of these problems. Som speculations about the reasons for this are included, as well as suggestions to improve the situation. Appended are references and tables, charts, and graphs detailing the study. (LMS)

EA 020 292

ED 297 477

EA 020 292

Ward, James Gordon
City Schools, Rural Schools, MacArthur/Spencer
Series Number 6.

Illinois State Univ., Normal. Center for the Study of
Bducational Finance.

Spons Agency—John D. and Catherine T.
MacArthur Foundation, Chicago, IL.; Spencer
Poundation, Chicago, Ill.
Pub Date—Mar 83

Note—149.

Available from—Publication Sales, Center for the
Study of Educational Finance, Illinois State University, 331 DeGarmo Hall, Normal, IL (\$1.00
postage and handling).

Pub Type—Reports - Research (143)

EDRS Price - MP01/PCDI Plus Postage.
Descriptors—Curriculum, Demography, Elementary Secondary Education, Financial Support, Public Schools, \*Rural Schools, School Districts, \*School District Size, \*School Districts, School District Size, \*School Size, \*Small Schools, Teacher Student Ratio
Identifiers—"Illinois

The research question posed in this study is as follows: How are small, rural school districts different from other school districts? The study involved analysis of data from 52 unit (K-12) school districts in a 3-county region of East Central Illinois. Data were collected from the 1946 school districts were collected from the 1946 school districts nature of the school districts output measures, curricula,

RIE JAN 1989

staffing, demographic characteristics, and finances. The study indicated that small, rural school districts were stable educational communities, with certain curricular advantages. This study showed that small, rural schools may present some unique problems as well as opportunities, but as a class of districts, they neither exceed nor lag behind in their ability to offer quality educational services. (SI)

Public Elementary and Secondary Euroliments:
Outlook to the Year 2000. OERI Bulletis.
Center for Education Statistics (OERI/ED), Washington, DC.
Report No.—CS-87-362B
Pub Date—Mar 87
Note—Sp.

Report No.—Cs-87-362B
Pub Date—Mar 87
Note—\$p.
Pub Type— Numerical/Quantitative Data (110) —
Collected Works - Serials (022)
EDRS Price - MPBI/PCBI Plus Postage.
Descriptors—Elementary Secondary Education,
"Enrollment, "Earollment Projections, "Enrollment Tears, Government Publications, National
Surveys, "Public Schools, "School Demography,
"School Statistics, School Surveys, Tables (Data)
This first in a series of bulletins on trends and
projections presents past and projected earollment
trends in public elementary and secondary schools
from 1965 to 2000. Barrollments in regular elementary and secondary schools from the Center for Education Statistics' Common Core of Data Survey
were used to develop the projections. For the remainder of the 1980s and into the 1990s, total earollment will increase in public elementary and
secondary schools. The rising number of annual
births since 1977 is expected to continue the growth
in elementary enrollment in the late 1980s and spur
growth in secondary enrollment in the 1990s. Techmical notes, two figures, and two tables are included.
(MLF)

EA 020 335 \*\*
Pablic School Graduates, 1981-1985. OERI Historical Report.
Center for Education Statistics (OERI/ED), Washington, DC.
Leport No.—CS-87-369H

Center for Education Statistics (OERI/ED), Washington, DC.
Report No.—CS-87-369H
Pub Date—Jul 87
Note—239.
Pub Type—Numerical/Quantitative Data (110)—Collected Works - Serials (022)
EDRS Price - MF91/PC91 Plus Postage.
Descriptors—Educational Trends, Enrollment,
Government Publications, Grade 9, Grade 12,
"High School Graduates, High Schools, Public Schools, "School Demography, "School Statistics, School Surveys, Tables (Data)
Oraduation rates and numbers of graduates for apring 1981 through 1985 are presented in seven figures and five tables along with related enrollment information. Data were provided by the Center for Education Statistics' Common Core of Data Surveys, derived from administrative records in each state. The graduation rates reflect the number of public school graduates as a percentage of the corresponding ninth-grade enrollment and are adjusted for interstate migration and unclassified students. The national graduation rate for the 5 years included in the tabulations has remained quite stable, varying from a low of 69.5 percent in 1981 to a high of 70.3 percent in 1984. (MLF)

ED 297 480

EA 020 350

ED 297 480 EA 020 350 Paulu, Noncy Experiences in School Improvement. The Story of 16 American Districts.

Office of Educational Research and Improvement (ED), Washington, DC. Report No.—PIP-88-843 Pub Date—Aug 88 Note—92p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (GPO Stock No. 065-000-00343-1; 34.50). \$4.50)

\$4.50).
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Administrator Role, "Change Strategies, "Educational Change, "Educational Improvement, Education, Excellence in Education, Covernment School Relationship, Politics of Education, "State School District Relationship, Superintendents.

rs—Arkansas, Colorado, Missouri, New shire, New Jersey, \*Project Education Re-

form, South Carolina, Tennessee, Utah
This booklet describes the results of "Project Education Reform," a partnership involving the U.S.
Department of Education, 8 state governors, and 16 school districts—2 in each participating state—representing a cross-section of the nation. It was generally agreed that a good basis for needed educational changes were the 13 recommendations contained in "Time for Results," the 1986 report of the National Governor's Association. Each of the 16 school districts was asked to select at least 3 of the 13 areas in which they would create innovative programs and carry out reforms. Methods considered for improving schools included: designing plans for stadent evaluation, developing ways to evaluate principals, and involving parents more actively in their children's education. The first part of this report is an overview of the project that discusses the background, lists the 13 recommendations, summarizes the reforms in each district, and then discusses the superintendent's role in reform building the plans, and carrying them out. Also discussed are arriers to reform, such as lack of time and competing priorities, money constraints, state and federal laws and regulations, too great retiance on tests, problems with teachers' unions, problems with suchers' unions, problems with stachers' unions

ED 297 481 EA 020 362

ED 297 481 EA 020 362
Klauke, Amy
Recruiting and Selecting Principals. ERIC Digest
Series Number EA27.

ERIC Clearinghouse on Educational Management,
Eugene, Oreg.
Spons Agency—Office of Educational Research
and Improvement (ED), Washington, DC.
Pub Date—88
Contract—OERI-R188062004

Pub Date—38
Contract—OERI-R138062004
Note—49.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (32.50 handling charge per order).
Pub Type—Information Analyses - ERIC Information Analysis Products (071).
Pub Type—Information Analyses - ERIC Information Analysis Products (071).
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—"Administrator Evaluation, "Administrator Role, "Administrator Role, "Administrator Selection, Affirmative Action, Assessment Centers (Personnel), Elementary Secondary Education, Employment Interviews, "Principals identifiers—ERIC Digests
This ERIC Digest is an overview of the process of recruiting and selecting principals. Criteria for selecting a principal should include problem analysis, organizational ability, decisiveness, effective communication skills, and stress tolerance, along with personal qualities such as dedication, creativity, and enthusiasm. Innovative steps that school districts are taking include indistrict training programs, career ladders, and internabips, as well as outside recruitment. The selection process will be fair and comprehensive if a trained, diverse selection team considers information gathered from many sources and develops an interview process including simulations, written exercises, and situational questions, solong with follow-up orientation and evaluation procedures. The last section addresses the importance of affirmative action in ensuring greater representation of women and minorities in school administration. (TE)

ED 297 482

EA 020 381

ED 271 452
Hart, Thomas E.
Building Coalitions for Support of Schools.
Oregon School Study Council, Eugene.
Pub Date—Sep 18
Note—37p.,
Available from—Publication Sales, OSSC, Univer-

sity of Oregon, 1787 Agate Street, Eugene, OR 97403 (\$5.00 prepaid; \$2.00 handling charge on

Journal Cit.—OSSC Bulletin; v32 n1 Sep 1988
Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Opinion Papers (120) — Collected Works - Serials (022)
EDRS Price - MP01/PC02 Plus Postuge.
Descriptors—Citizen Participation, Community Cooperation, "Community Involvement, Community Organizations, "Community Support, "Cooperative Planning, Coordination, "Educational Cooperation, Blementary Secondary Education, Governing Boards, School Business Relationship, "School Community Relationship, "School District Relationship, "School District Relationship, "School District Relationship,

Relationship, "School Community Relationship, 
"School Support, State School District Relationship, 
"School Support, State School District Relationship 
Public education today involves various citizen 
groups, institutions of higher education, and 
other constituencies who influence policies and assist districts with finances, materials, and personnel. 
This bulletin discusses strategies for organizing 
these groups into a coalition that coordinates their 
various activities. The first section defines coalitions, describes their types, and presents a rationale 
for establishing a coalition of outside groups to suppoort a school district. The second section discusses 
steps to take in the formation of coalitions; identifying the need, initiating the coalition, and setting up 
a governing board. The third section provides suggestions for the effective operation of coalitions, including strategies for dealing with conflict and for 
clear communication between district and coalition. 
The final section provides the following examples of 
coalitions in action: (1) Adopt-a-School Program; 
(2) Career Awareness through Mentors; (3) Outreach to Senior Citizens; (4) Small Grants Programs; (3) Fund-Raising for the Coalition; (6) Public 
Awareness Campaign; and (7) Miscellaneous 
Projects. Appended are the addresses of organizations cited in the bulletin, references, and a list of 
persons interviewed. (TE)

EA 020 382

ED 297 483 EA 020 38
Hoffman, Charlene Brown, Patricia
Historical Trends: State Education Facts,
1975-1985. National Center for Education Statistics (ED), Washington, DC

Washington, DC. Report No.—CS-88-619 Pub Date—Sep 88

Pub Date—Sep 88
Note—70p.
Pub Type— Numerical/Quantitative Data (110)
EDRS Price - MP01/PC03 Plus Postags.
Descriptors—Charts, College Faculty, Comparative
Analysis, Degrees (Academic), "Educational
Trends, "Elementary Secondary Education, Enrollment Trends, Expenditure per Studens, Expenditures, "Higher Education, Private
Education, Public Education, "School Statistics,
Tables (Data), Teacher Distribution, Teacher Employment, Teacher Salaries, Teacher Student Ratio, Teacher Supply and Demand
This is the first edition of a report that brings
together comparable data for a number of key education areas, by state, for a consecutive 5-year pertiod, and a comparison for a 10-year period. This
report provides data for 1975 and for 1981 through
1985, as well as a state-by-state comparison of 1975

iod, and a comparison for a 10-year period. This report provides data for 1975 and for 1981 through 1985, as well as a state-by-state comparison of 1975 with 1985. The first section, which covers elementary and secondary education, includes 11 tables and charts of state-by-state figures and percentages for enrollment, teachers, pupil-teacher ratios, average teacher salaries, employment of staff, pupil-staff ratios, public high school graduates, current expenditures, and expenditures per pupil. The second section, covering higher education, includes 13 tables and charts of state-by-state figures for enrollment in public and private 4-year and 2-year institutions, full-time-equivalent enrollment, average faculty salaries, degrees conferred, and current-fund expenditures for public and private institutions. Appended are selected price indices for 1974-75 and 1986-87, a glossary of key terms and definitions, and a guide to data sources. (TE)

EA 020 383 EA 020 383

Public Elementary and Secondary School Revemuss and Current Expenditures for Fiscal Year
1987 (School Year 1986-97): Preliminary Tabulations. E.D. TABS.
National Center for Education Statistics (ED),
Washington, D.C.
Report No.—CS-88-025
Pub Pater. Sec. 282-283 ED 297 484 Public Elemen

Pub Date—Sep 88

Note—14p.; The data series on which information is based is identified as "DR-CCD-86/87-6.2." Pub Type— Numerical/Quantitative Data (110) EDRS Price - MF01/POI Plus Postage.
Descriptors—Charts, Comparative Analysis, \*Educational Finance, Elementary Secondary Education, \*Expenditures, Noninstructional Student Costs, \*School Funds, \*School Statistics, Tables (Data)

Costs, \*School Funds, \*School Statistics, Tables (Data)
This document reports preliminary tabulations of public elementary and secondary school revenues and current expenditures for Fiscal Year 1987 (School Year 1986-87). Data shows revenues by local, state, intermediate, and federal sources, and current expenditures by categories of instruction, support services, noninstructional services, and fixed charges. Thirty-nine states and the District of Columbia reported expenditure items. National totals have been computed for revenues and expenditures and represent estimated values across 50 states and the District of Columbia. The report begins with highlights of the findings; these are followed by (1) a description of the Common Core of the Data survey used to compile the statistics; (2) a discussion of the comparability of data from various states; (3) definitions of key terms such as types of education agencies, current expenditures, revenues, attendance and student memberahip, and fixed charges; (4) an account of responses received; and (5) acknowledgements. The data are then presented in seven statistical tables and two pie charts. (TE)

## EC

ED 297 485 EC 182 081

Tallent, Mary K.
The Future Problem Solving Program: An Investigation of Effects on Problem Solving Ability.
Pub Date—Nov 85

Note—30p; Paper presented at the Annual Convention of the National Association for Gifted Children (32nd, Denver, CO, November 2-8, 1985).

1985).
Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MP01/PC02 Plus Postage.
Descriptors—Creative Development, "Creative Thinking, "Futures (of Society), "Gifted, Intermediate Grades," Problem Solving, Program Efmediate Grades,"

mediate Grades, Problem Solving, Program Effectiveness
The purpose of this study was to determine the effects of the Future Problem Solving Program on gifted students' ability to solve futuristic problems. Two specific research questions were asked. The first question dealt with the effects of the Future Problem Solving Program on subject: total score on an ill-structured problem. Question two asked which components of the Future Problem Solving process differed across groups. Subjects were fourth- and fifth-grade gifted children in a suburban school district (Southeast Texas). Thirty-three students assigned to treatment had participated in the Puture Problem Solving Program for at least 6 months, while the 28 control subjects were non-participants in this program. All subjects attended a Mock Future Problem Solving Bowl and completed a problem booklet similar to those used in the program. Results of analysis indicated a significant effect for treatment on total score. In addition, there were significant differences among four of the six components across groups. There was a significant otherences among four of the six components across groups. There was a significant of the six components across groups. There was a significant of the six components across groups. There was a significant of the six components across groups. There was a significant of the six components across groups. There was a significant of the six components across groups. There was a significant of the six components across groups. There was a significant of the six components across groups. There was a significant of the six components across groups. There was a significant of the six components across groups. There was a significant of the six components across groups. There was a significant of the six components of the six components across groups. There was a significant of the six components across groups. There was a significant of the six components across groups. fectiveness

ED 297 486

Volu. Janet R., Ed.

Coalition Quarterly, Volume I, Numbers 1-5, Volume II, Numbers 1-4, Volume II, Numbers 1-3, Volume IV, Numbers 1-4.

Federation for Children with Special Needs, Boston, Mass.

ons Agency-Office of Special Education and

Rehabilitative Services (ED), Washington, DC. Pub Date—85 Contract—300-80-0859

Contract—300-80-0859 Note—118p.
Journal Cit—Coalition Quarterly; vl n1-5 Win-Dec 1980-81 v2 n1-4 Mar-Win 1982-83 v3 n1-3 Spr-Sum v4 n1-4 Fall-Sum 1984-85 Pub Type— Journal Articles (080) — Information

vses (070)

Analyses (070)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—"Advocacy, Career Planning, Court
Litigation, Disabilities, Educational Legislation,
Federal Aid, Financial Support, Fund Raising,
Health Services, Hispanic Americans, History,
"Nonprofit Organizations, "Parent Associations,
"Parent Rights, Personnel Management, Philosophy, State Aid, Volunteer Training
Identifiers—"Parent Centers
The first four volumes of the "Coalition Quarterty" journal are compiled in this document de-

Identifiers—"Parent Centers
The first four volumes of the "Coalition Quarterly" journal are compiled in this document designed as a management resource for consumer organizations (especially parent coalitions) that operate centers for families of handicapped persona. The introductory issue describes the intent of the publication, proposed topics for future issues, and the background and history of parent coalitions and early parent centers. Necessary first steps in formally establishing a parent center are described, and issues including philosophical assumptions, their embodiment in organizational structure, and the need for a legal structure, are discussed. Volume II discusses personnel management as it applies to staffing the parent center including issues governed by law and common personnel practices that have evolved among parent centers. Basic information about nongovernmental funding sources available to coalitions and organizations representing people with disabilities and information about federal and state government funding sources is also provided. Volume III focuses on federal government standards for management of funds received, specifically addressing topics including documentation of monies disbursed, and use of federal audit standards. Additional issues in this volume discuss volunteer resources and introduces the Education of the Handicapped Act Amendments of 1983. Finally, Volume IV reviews recent legislative initiatives in the field of special education and vocational rehabilitation. (AA)

ED 297 487

Robinson, Cordelia C. And Others

Guide for Referral and Case Coordination for Young Children in Housital Settings.

Nebraska Univ. Medical Center, Omaha. Meyer Children's Rehabilitation Inst.

Spons Agency—Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.

Pub Date—Jul 86

Grant—H0248Hn0ne

Grant-H024BH00B

-199p.; For related document, see EC 202 Some appended materials will not reproduce

Note—199p.; For related document, see EC 202 809. Some appended materials will not reproduce clearly.
Pub Type—Reports - Descriptive (141) — Guides - Non-Clasaroom (055)
EDRS Price - MFDI/PC08 Plus Postage.
Descriptors—Child Development, Clinical Diagnosis, "Consultation Programs, Coordination, "Developmental Disabilities, Developmental Stages, "Disabilities, Early Childhood Education, "Handicap Identification, High Risk Persons, "Hospitalized Children, Intervention, Program, Development, "Referral, School Districts, Transitional Programs, Young Children
Identifiers—"Early Intervention, Nebraska
The Early Referral and Follow-up Project of the University of Nebraska Medical Center was designed to facilitate developmental assessment and intervention with long-term or repeatedly hospitalized children from birth to 3 years of age. Developmentally delayed children, handicapped children, and children at risk for delays were eligible for services. A major project activity involved assisting in the referral and transition of children from the hospital into appropriate services in their local school districts, accomplished through consultation with hospital and school district staff and through follow-up services. Evaluation services available to clients included developmental, speech, physical therapy, and occupational therapy assessment of family needs. Appendixes, which constitute the bulk of the document, include: (1) a list of organizational

resources that offer assistance and information to disabled children and their families in the areas of alternative care options, child care, counseling, so-cial services, funding, housing, income tax, recreation, speech and hearing, and transportation; (2) lists of Nebraaka pediatric occupational and physical therapists, Headstart programs, and dentists willing to treat handicapped patients; (3) funding resource materials; (4) reading materials on such subjects as hospital discharge planning, psychological testing of disabled children and alternatives for community living; (5) toll-free telephone numbers for specific service organizations; and (6) related pamphlets. (JDD)

for specific service organizations; and (6) related pamphlets. (JDD)

ED 297 488

EC 202 809 Robinson, Cordelis C.

Early Referral Follow-Up Project, Final Report, October I, 1983 to September 30, 1986.

Nebraaka Univ. Medical Center, Omaha. Meyer Children's Rehabilitation Inst.

Spons Agency—Special Education Programs (ED-OSERS), Washington, DC. Handicapped Children's Early Education Program.

Pub Date—Jan 87

Note—60p.; For related document, see EC 202 808. Pub Type—Reports - Descriptive (141)

EDRS Price - MF61/F03 Plus Postage.

Descriptors—Child Development, "Consultation Programs, Developmental Disabilities, Developmental Stages, "Disabilities, Early Childhood Education, "Handicary Identification, High Risk Persons, "Hospitalized Children, Interdisciplinary Approach, Intervention, Outcomes of Treatment, Prevention, "Referral, School Districts, "Transitional Programs," Young Children Identifiers—"Early Intervention, Nebraska The Early Referral and Follow-up Project of the University of Nebraska Medical Center was designed to facilitate developmental assessment and intervention with long-term or repeatedly hospitalized children at risk for delays were eligible for services. A major project activity involved assisting in the referral and transition of children from the hospital and achool district staff and through follow-up services. Evaluation services available to clients included developmental, speech, physical therapy, and occupational therapy assessments. hospital and school district staff and through fol-low-up services. Evaluation services available to cli-ents included developmental, speech, physical therapy, and occupational therapy assessments. This final report analyzes the referral process, the number of children referred and monitored, devel-opmental interventions, cost of services, and out-comes of cases. Evaluation of project services indicated that school districts and parents perceived the project as providing useful, timely referral infor-mation and assessments of high quality. Staff efforts during the distribution of the Case Coordination Resource File. Appendixes include an outline of the case coordination role and sequence of activities; the evaluation criteris; definitions of classes of school district; and a project training workshop bro-chure. (JDD) chure (IDD)

ED 297 489 EC 210 269

ED 297 489

Martin, David S. Jonas, Bruce S.

Improving Thinking Skills in Deaf College Students.

Pub Date—Nov 87

Note—17p.; Paper presented at the Annual Meeting of the American Evaluation Association (Boston, MA, October 15-17, 1987). Supported by a grant from the Field-Initiated Research Program. Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/F03 Plus Postage.

Descriptors—Abstract Reasoning, "Cognitive Processes, "Cognitive Restructuring, College Students, Computation, "Concept Formation, Generalization, "Hearing Impairments, Higher Education, Logic, Number Concepts, "Reading Comprehension, Teaching Methods identifiers—"Instrumental Enrichment, "Thinking Skills

Skills

The study examined the effectiveness of a program to improve the cognitive skills of 91 hearing impaired college students. Experimental students received systematic cognitive instruction focusing on specific generalizable skills during the experimental period, several times per week, in the contexts of their regular college classes. Instructors of the experimental group were given special training over a 2-year period in the methodology of the pro-

gram, Instrumental Enrichment. Results indicated that cognitive instruction of this nature produced statistically significant improvement for experimental subjects in tests measuring logical reasoning, reading comprehension, math concepts, and math computation. A process analysis of interviews with individual experimental students and their instructors also indicated that students began to demand over weeth subsection to become consequent. tors also indicated that students began to demand more verbal elaboration, to become more careful in checking for error in their work, and to ask for veri-fication from each other on points made during classroom discussions. Recommendations are made for expanding systematic cognitive skill instruction in universities. Systematic training of college in-structors was concluded to be a fundamental prerequisite for the implementation of such pro-grams. (Author/DB)

ED 297 490 EC 210 341

Haller, Otto And Others
Leisure and Recreation Behavior Evaluation.

Vocational and Rehabilitation Research Inst., Calgary (Alberta).

Pub Date—Sep 87

Note—8p.; For related information, see EC 210

Pub Date—Sep 87

Note—Sep; For related information, see EC 210

342.

Available from—Vocational and Rehabilitation Research Institute Resource Centre, 3304 33rd St.,

N.W., Calgary, Alberts, Canada T2L 2A6 (free).
Pub Type—Testa/Questionnaires (160) — Reports

- Descriptive (141)

EDRS Price - MPDI/PCD1 Plus Postage.

Descriptors—Adults, "Behavior Rating Scales,

Communication Skills, Daily Living Skills, "Evaluation Methods, Knowledge Level, "Leisure Education, "Mental Retardation, "Recreation

Identifiers—Personal Independence

The Leisure and Recreation Behavior Evaluation

(LRBE) measure is intended for use by direct care staff of mentally handicapped adults. The LRBE evaluates an individual's level of independence for a leisure or recreation behavior on a 4-point rating scale for 30 aspects divided into six major categories: (1) the activity, (2) preparation and planning,

(3) awareness of community structure, (4) communication shift (5) conditions and (6) conries: (1) the activity, (2) preparation and planning.
(3) awareness of community structure, (4) communication skills, (5) social interaction, and (6) coping-management of feelings. The four points of the rating scale range from 1 indicating complete dependence upon others with no apparent recognition of the meaning of the activity to 4 indicating complete independence as expected of an adult. The evaluation is intended to allow care staff to monitor client progress in an activity and identify areas requiring further education and support. Instructions and sample evaluation forms are included. (DB)

ED 297 491 EC 210 342

Haller, Otto And Others
Leisure and Recreation Behavior Checklist.
Vocational and Rehabilitation Research Inst., Calgary (Alberta).
Pub Date—Sep 87

Pub Date—Sep 87 Note—10p.; For related information see EC 210

341.

Available from—Vocational and Rehabilitation Research Institute Resource Centre, 3304 33rd St., N.W., Calgary, Alberta, Canada T2L 2A6 (free). Pub Type—Reports - Descriptive (141) — Tests/Questionnaires (160)

EDRS Price - MF01/PCD1 Plus Postage.
Descriptors—Adults, Athletics, \*Check Lists, Handicrafts, Hobbies, \*Leisure Education, \*Mental Retardation, \*Recreation

Descriptors—Adults, Athletics, "Check Lists, Handicrafts, Hobbies, "Leisure Education," Mental Retardation, "Recreation Behavior Checklist (LRBC) is an open-ended checklist for recording behaviors of mentally handicapped adults. Its function is to profile individuals' leisure or recreation activities for program, administration, and research purposes. Intended for use by care-givers, the measure stresses recording of observed behaviors and not interpretations of behavior. Distinctions are drawn among leisure, leisure-education, and recreation behavior. The checklist is arranged in categories of behaviors such as Participant Activities, Crafts and Hobbies, etc. These are further subdivided into types of activities with each type consisting of specific activities (such as bowling and curling under Precisior Sports). Client preferences may also be recorded. Instructions and a sample checklist are included. (DB)

ED 297 492 EC 210 343

Narita, Shigeru
State of the Art in Microcomputer Use for Japa-nese Special Education.
Pub Date—Mar 88

Note—13p.; Paper presented at the Annual Convention of the Council for Exceptional Children (66th, Washington, DC, March 28-April 1, 1988). Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PCD1 Plus Postage.
Descriptors—°Computer Assisted Instruction, Computer Networks, Computer Software, \*Computer Vess in Education, \*Foreign Countries, Input Output Devices, Inservice Teacher Education, \*Microcomputers, \*Special Education, Special Schools, Teacher Developed Materials, Workshops

tion, "Microcomputers, "Special Education, Special Schools, Teacher Developed Materials, Workshops Identifiers—"Japan Following a brief overview of the Japanese educational system and its programs for handicapped children, the role of microcomputers in Japan's schools is described. Most secondary and some elementary schools in Japan have acquired computers to enhance the processes of learning and teaching. In schools for the handicapped, computers are also being utilized, especially in programs for hearing and visually impaired students. A shortage of special education courseware has been a problem, and provincial education courseware was been a problem, and provincial education courseware was been a problem, and provincial education courseware has been a problem, and provincial education courseware. Hardware developments include the design of special input-output devices designed to meet handicapped students' needs. Training is necessary to help teachers understand the technology and the role changes brought about by computers. Workshops are sponsored by the National Institute of Special Education to train special educators in the use of computers. Japan has several commercial electronic networks and bulletin boards that link scattered projects, but a need is felt for a network solely intended for special educators. Appended to the paper are statistical data on the numbers of special schools and numbers of bandicapping condition, by type of school, and by grade level. (JDD)

EC 210 344

ED 297 493
Management of Chronic Infectious Diseases in School Children.
Illinois State Board of Education, Springfield.; Illinois State Dept. of Public Health, Springfield.
Pub Date—Sep 86

Pub Date—Sep 86
Note—29p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postsage.
Descriptors—Acquired Immune Deficiency Syndrome, "Administrative Policy, "Cleaning, "Communicable Diseases, "Disease Control, Elementary Secondary Education, Policy Formation, Prevention, Program Implementation, Rubella, Sanitation, "School Administration, School Maintenance, "School Policy

ministration, School Maintenance, \*School Policy
Policy
Identifiers—Cytomegalovirus, Hepatitis, Herpes Simplex, Illinois
This document contains guidelines for developing policies and procedures related to chronic infectious diseases, as recommended by the Illinois Task Force on School Management of Infectious Disease. It is designed to help school personnel understand how infectious diseases can be transmitted, and to assist school districts in the development and implementation of school programs that will meet the needs of students who have chronic infectious diseases while preventing the spread of such diseases in the school setting. A chapter on general management of infectious disease focuses on: establishing prevention procedures; maintaining a safe, clean, and healthful school environment; cleaning up body fluid spills; developing special procedures for early childhood, day care, and special clasarsoom settings, and selecting an appropriate disinfectant. Specific diseases covered include: congenital rubella syndrome, hepatitis B, cytomegalovirus (CMV) infections, acquired immunodeficiency syndrome (AIDS) and AIDS related complex (ARC), and herpes simplex. Each disease is described along with its mode of transmission, its prevention, and the management of infectious students in the classroom. (JDD)

EC 210 345

Burnham, Brian And Others
Grade 3 Screening for Admission to Programs for the Gifted. Analyses of the 1984-87 Stage I and Stage II Data.
York Region Board of Education, Aurora (Ontario).
Pub Date—Sep 87
Note—366.

Note—36p.

Pub Type— Reports - Evaluative (142) — Numeri-

cal/Quantitative Data (110)
EDRS Price - MPD1/PC02 Plus Postage.
Descriptors—\*Ability Identification, Comparative
Analysis, "Educational Diagnosis, Foreign
Countries, French, "Gifted, Grade 3, Immersion
Programs, Predictive Measurement, "Predictive
Validity, Primary Education, "Screening Tests,
Siblings, Standardized Tests, "Testing Programs
Identifiers—Otis Lennon Mental Ability Test, Raven Progressive Matrices, "York Region Board of
Education ON
The York Region Board of Education in Ontario,
Canada, screens students for giftedness in grade 3.
This report analyzes data produced in the 1986-87
screening procedure, involving approximately 3,400
students. The report begins with a review of procedural changes that were designed to make the
screening more effective and efficient than earlier
study cycles. Then the results of the most recent
screening are examined, with the finding that scores
on the Otto-Lennon Mental Abilities Test and Raven's Standard Progressive Matrices were better
predictors of giftedness than parent or teacher recnomendations and better than the testing of siblings
of pupils previously identified as gifted. The data
analysis reviewed the following specific issues: (1)
errors in calculating or recording data; (2) male and
fernale performances on the acreening procedures;
(3) effectiveness of the screening of prenoming sibled siblings; (5) effectiveness of the
Teacher Checklist as an initial screen; The
report concludes with recommendations to further
increase the effectiveness and efficiency of the
screening procedures. (JDD)

ED 297 495 EC 210 346

ED 297 495
Special Education Personnel Recruitment Practicus: A Manual for Administrators.
Mid-South Regional Resource Center, Lexington,
Ky.; Mountain Plains Regional Resource Center,
Des Moises, I.A.; National Information Center for
Handicapped Children and Youth, Washington,

Des Moines, IA.; National Information Center for Handicapped Children and Youth, Washington, DC.

Spona Agency—Department of Education, Washington, DC.

Pub Date—Jun 87

Grant—Go004C2500

Note—33p.; The National Comprehensive System of Personnel Development (CSPD) Caucus of the Council for Exceptional Children, Teacher Education Division also contributed to the document. Pub Type—Guides - Non-Clasaroom (055)

EDBS Price - MP01/PC02 Plan Postage.

Descriptors—"Disabilities, Blementary Secondary Education, Employment Services, Higher Education, Employment Services, Higher Education, \*Labor Turnover, Minority Group Teachers, Personnel Needs, \*Program Descriptions, \*Program Development, Rural Education, \*Special Education Teachers, State Programs, Student Recruitment, \*Teacher Recruitment

This guide deals with issues of recruitment and retention of both regular and special educators, and emphasizes the need for school administrators to upgrade or establish formalized recruitment programs. Pactors impacting on teacher recruitment and retention include education reform, societal changes, demographic factors, personnel shortages, and teacher burnout. Establishing a recruitment program involves information gathering, developing recruitment material, appropristely handling applicants, screening candidates, welcoming new staff, and evaluating the recruitment programs developed by states or localities to meet their personnel needs are briefly described. "General Recruitment limitatives" outlines 13 programs to encourage students into teaching careers, create teacher incentives, provide scholarships for students who plan to become teachers, etc. "College and University Recruitment Strategies" capsulines 10 programs as etempting to recruit rural special education, "Computer-Based Recruiting" focuses on job information services and employment clearing-houses. (JDD)

Lococo, Jonar K. Tracy, John M.
A Survey of Language Services to Adolescents in Ovegon Public Schools.

Pub Date-Apr 88

Pub Date—Apr 88
Note—27p.
Pub Type—Reports - Research (143)
EDBS Price - MPBI/PC02 Plus Postage.
Descriptors—\*Adolescents, Clinical Experience,
"Communication Disorders, Diagnostic Tests,
"Educational Diagnosis, Elementary Secondary
Education, Higher Education, Intervention, Language Skills, Language Tests, Perservice Teacher
Education, Professional Services, Screening
Tests, Speech Evaluation, "Speech Handicage,
Speech Pathology, Speech Tests, "Speech Therapy, Standardized Tests, State Surveys, Teacher
Made Tests, Teaching Methods, Therapists
Identifiers—"Oregon
This survey aimed to identify the extent and types
of preservice training that Oregon speech-language
pathologists received with language-disordered adolescents, and to describe the types of services these
clinicians provide. A total of 229 Oregon
speech-language pathologists was surveyed, with a
response rate of 55% (n= 125). Responses showed
that 22% had completed a course devoted specificcally to adolescent development, and slightly more
than half reported some preservice clinical experience with adolescents. The language screening tools
most often used by the respondents were informal
or clinician-made tests, followed by standardized
norm-referenced screening tests. The five language
diagnostic procedures most often used were: (1)
teacher conferencing and recommendations; (3)
"Ifformal systematic observation; (4) semantic, syntactic, and morphologic language sample analysis;
and (5) "Test of Adolescent Language." The respondents most often employed the titnerant scheduling model and the one-to-one or small group
method for intervention. The use of the intervention
approaches of role playing, experiential learning,
and curriculum adaptation was nearly equally distributed among respondents. (JDD)

Quick Information Sheets. 1988.
Wisconsin Univ., Madison. Trace Center.
Spons Agency—National Inst. on Disability and
Rehabilitation Research (ED/OSERS), Washing-

Rehabilitation Research (ED/OSERS), Washington, DC.
Pub Date—88
Grant—G008300045
Note—94p.; A product of the Trace Research and
Development Center on Communication, Control, and Computer Access for Handicapped Indi-

viduals.

Available from—Trace Center, University of Wisconsin-Madison, Waisman Center, 1500 Highland Ave., Madison, W 15705-2280 (35.00).

Pub Type—Reference Materials - Bibliographies (131) — Reference Materials - Directories/Catalogs (132).

(131) — Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Blindness, Communication (Thought Transfer), \*Communication Aids (for Disabled), \*Communication Disorders, Computer Networks, \*Computer Peripherals, \*Computer Software, Deafness, Hearing Impairments, Microcomputers, \*Organizations (Groups), \*Resource Materials, Speech Synthesizers, Technology, Toys, Training, Visual Impairments

menta
Identifiers—Augmentative Communication Sys-

Identifiers—Augmentative Communication Systems
The Trace Center gathers and organizes information on communication, control, and computer access for handicapped individuals. The information is disseminated in the form of brief sheets describing print, nonprint, and organizational resources and listing addresses and telephone numbers for ordering or for additional information. This compilation of information sheets produced in 1988 covers the following topics: adaptive toys and toy modifications; books, pamphlets, and organizations; information resources for bilind and visually impaired individuals; computer assessment and training programs for disabled individuals; information resources for deaf and hearing-impaired individuals; head pointers, light pointers, amountaticks; keyguards; keyboard modification programs; manufacturers of electronic communication aids; networks, builletin boards, and databases; portable battery-operated printers; pointing, typing, and communication accessories; optical character recognition scanners; training programs in technology for special education; portable typewriters; newsletters and journals; associations, advocacy groups, and self-help groups; service centers for augmentative

communication and computer access; software re-sources; speech input systems; speech output com-puter programs for communication; speech synthesizers; manufacturers of switches and controls; and videotapes on augmentation and computer access. (JDD)

EC 210 349 ED 297 498

ED 297 498
Vanderheiden, Gregg C. And Others
Toy Modification Note. Revised.
Wisconsin Univ., Madison. Trace Center.
Spons Agency—National Inst. on Disability and
Rehabilitation Research (ED/OSERS), Washing-

Renabilitation Kesearch (ED/OSEKS), Washington, DC.
Pub Date—88
Grant—G008300045
Note—30p.; A product of the Trace Research and
Development Center on Communication, Control, and Computer Access for Handicapped Indi-

Development Center on Communication, Control, and Computer Access for Handicapped Individuals.

Available from—Trace Center, University of Wisconsin-Madison, Waisman Center, 1500 Highland Ave, Madison, W153705-2280 (53.10).

Pub Type—Guides - Non-Classroom (055) — Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC02 Phas Postage.

Descriptors—Assistive Devices (for Disabled), \*Construction (Process), \*Electric Batteries, \*Electromechanical Aids, \*Physical Disabilities, \*Play, Resources, Still Development, \*Toys, Training Methods

Described are toy modifications which enable handicapped individuals to operate battery-powered toys. A battery interrupter is explained as a device which fits between the batteries in a toy and provides the ability to have a separate on-off switch which can be custom designed to fit a handicapped user's needs. Construction and use of three types of battery interrupters are described: for regular cylindrical batteries (AA, C, and D cells), for nine-volt transistor radio-type batteries, and for use with cassette tape recorders and other devices having a "remote" jack. Construction of a wobble stick toy control switch is also illustrated. Skill development activities are suggested to provide training for switch use. Sources are listed for on-off modules, timer modules, environmental control modules, combined time and on-off devices, and battery interrupter cables. A "Trace Quick Sheet" lists books, pamphlets, catalogs, and associations and organizations that provide information regarding adapted toys and toy modifications to allow single-switch control. (JDD)

EC 210 350

Villarruel, F. And Others
Alternative and Augmentative Communication
Bibliography, Revised.
Wisconsin Univ., Madison. Trace Center.
Spons Agency—National Inst. on Disability and
Rehabilitation Research (ED/OSERS), Washing-

Rehabilitation Research (ED/OSERS), Washington, DC.
Pub Date—Jul 87
Grant—G008300045
Note—72p.; A product of the Trace Research and Development Center on Communication, Control, and Computer Access for Handicapped Individuals.

viduals.

Available from—Trace Center, University of Wisconsin-Madison, Waisman Center, 1500 Highland Ave., Madison, WI 53705-2280 (39.60).

Pub Type— Reference Materials - Bibliographies (131)

(131)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Assistive Devices (for Disabled),
"Communication Aids (for Disabled), "Communication Disorders, Communication Research,
Computer Software, "Electromechanical Aids,
Input Output Devices, "Interaction, Microcomputers, Sign Language, Written Language
Identifiers—"Augmentative Communication Systems

tems
This bibliography, now in its seventh revision, seeks to provide a database of journal articles and conference papers for the field of augmentative communication. The approximately 700 entries are gathered primarily from works published or presented in the United States and Canada. References on the use of aided systems are the major focus, with particular emphasis upon communication interaction between aided and natural speakers. The list is organized by author, and each entry includes basic bibliographical information and a classification code. The classification codes ideatify papers by: particular clinical population, subject characteristics and age, focus of the paper (assessment, training.

position paper, software development, etc.), and symbol systems and output modes. (JDD)

EC 210 351 Commonly Asked Questions: Commun Techniques and Aids. Revised. Wisconsin Univ., Madison. Trace Center.

waconan Ohre, managed. Pace Center.
Pub Date—87
Note—5p.; A product of the Trace Research and
Development Center on Communication, Control, and Computer Access for Handicapped Indi-

Development Center on Communication, Convoluals.

Available from—Trace Center, University of Wisconsin-Madison, Waisman Center, 1500 Highland Ave., Madison, Waisman Center, 1500 Highland Ave., Madison, Wissman Center, 1500 Highland Center Center

EC 210 352

Commonly Asked Questions: Computers, Revise Wisconsin Univ., Madison. Trace Center. Pub Date—87 Note—78. A product of the Trace Center.

un Date—87 Jote—7p.; A product of the Trace Research and Development Center on Communication, Con-trol, and Computer Access for Handicapped Indi-

Development Center on Communication, Control, and Computer Access for Handicapped Individuals.

Available from—Trace Center, University of Wisconsin-Madison, Waisman Center, 1500 Highland Ave., Madison, Wi 53705-2280 (single copy free, 30.60 each additional copy).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MPB/P/PDI Plus Pestage.

Descriptors—Pasistive Devices (for Disabled), Communication Aids (for Disabled), Computer Gystem Design, Phisabilities, Educational Technology, Information Technology, \*input Output Devices, Keyboarding (Data Entry), \*Microcomputers, Needs Assessment A microcomputers, Needs Assessment A microcomputers, Needs Assessment A microcomputer, individual is determined by the computer applications that are needed and by the specific problems the disability presents. In general, there are currently three ways that people with disabilities can use a microcomputer: (1) Many special software programs that run on standard computers have been written or adapted specifically for use by individuals with physical disabilities. They include communication and writing programs, word processing programs, motor training games, educational software, and therapy and assessment programs. (2) The operating system of a computer can be modified to accommodate special adaptations in the input or output process and to increase the rate of input. Standard software can then be used. (3) Hardware modifications can also enable disabled individuals to use standard software. These adaptations consist of simple modifications to the keyboard, disk drives, or olymputer screens, and connection of special alternate keyboards, disk drives, or of hardware developments concludes the paper. (JDD)

ED 297 502 EC 210 353 r: Evaluation/Assessment Defined on to P.L. 94-142 and P.L. 99-457.

Wisconsin Univ., Madison. Trace Center.

Spons Agency—National Inst. on Disability and
Rehabilitation Research (ED/OSERS), Washington, DC.

Pub Date—87 Grant—G008300045

Note—29p.; A product of the Trace Research and Development Center on Communication, Con-trol, and Computer Access for Handicapped Indi-

troi, and Computer Access for Hamiltonian Hamiltonian Available from—Trace Center, University of Wisconsin-Madison, Waisman Center, 1500 Highland Ave., Madison, WI 53705-2280 (53.50). Pub Type- Guides - Non-Classroom (055) — Reports - Descriptive (141)
EDBS Price - MF01/F020 Plus Pestage.
Descriptors—"Communication Aids (for Disabled), "Communication Disorders, Delivery Systems Early Childhood Education, Educational Diagnosis, Educational Planning, Elementary Secondary Education, Evaluation Methods, "Pederal Legislation, Individualized Education Programs, Needs Assessment, Program Development, "Severe Disabilities, "Student Evaluation Hentiflers—"Augmentative Communication Systems, Education for All Handicapped Children Act, Education of the Handicapped Act Amendments 1986

Act, Education of the Handicapped Act Amendments 1986
The importance of well-planned, meaningful assessments is emphasized in planning effective educational programs for severely communicatively impaired individuals. Assessment and evaluation are defined, and key provisions of Public Law 94-142 and Public Law 99-457 are outlined. Several issues to be considered in establishing effective assessment. Service delivery systems include: the nature of the population, the need for knowledgeable professionals, the need for material resources, and the need to plan for future environments. Several existing evaluation models and programs are briefly reviewed, followed by a description of the evaluation model at the Trace Center. At the Trace Center's Communication Aids and Systems Clinic, a team works with the client, the family, and others to select the most appropriate communication systems for an individual. The evaluation process consists of referral, acreening, case review, evaluation, implementation, and follow-up. Another Trace Center program with an evaluation component, the Communication of Evelopment Program, uses a similar evaluation process, though team input is sought from other sources and environmentally-based services are emphasized. Recommendations in developing an effective assessment process and a 26-item reference list conclude the paper. (JDD)

ED 297 503

Lee, Charles C. And Others

Trace Authored Papers from the Annual Conference on Rehabilitation Technology (10th, San Jose, California, 1967).

Wisconsin Univ., Madison. Trace Center.

Spons Agency—National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washing-

Spons Agency—National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC. Pub Date—87
Grant—G0083C0020
Note—16p.; A product of the Trace Research and Development Center on Communication, Control, and Computer Access for Handicapped Individuals. Small print may affect readability. Available from—Trace Center, University of Wisconsin-Madison, Waisman Center, 1500 Highland Ave., Madison, WI 53705-2280. Pub Type—Collected Works - Proceedings (021) — Reports - Descriptive (141)
EDRS Price - MP01/PC03 Plus Postage.
Descriptors—Accessibility (for Disabled), Assistive Devices (for Disabled), Computer Terminals, Disabilities, Electromechanical Technology, \*Input Output Devices, Intervention, Keyboarding (Data Entry), \*Microcomputers, Needs Assessment, \*Occupational Therapy, \*Performance Factors, Program Effectiveness, Vocational Rehabilitation

bilitation
Three conference papers on rehabilitation technology, authored by staff members of the Trace Research and Development Center, form this collection. The first, "Keyboard Equivalent for Mouse Input" by Charies Lee and Gregg Vanderheiden, describes implementation of a keyboard mouse input device using the numeric keypad. The paper discusses experimentation with such features as smooth point motion, single pixel motion, and adjustable speed and acceleration of the pointer. The second paper, "Using the Occupational Ther-

apy Comprehensive Functional Assessment (OTCFA) To Evaluate the Efficacy of Technological Intervention in Rehabilitation. To Repair the Intervention in Rehabilitation assessments. It describes the introduction of a tool to integrate various aspects of functional assessment and provide a standard, comprehensive method for assessing the overall performance of an individual, including the technological equipment and environmental factors contributing to performance. The final paper, "Features To Increase the Accessibility of Computers by Persons with Disabilities: Report from the Industry/Government Task Force' by Gregg Vanderheiden, Charles Lee, and Lawrence Scadden, discusses the Task Force's efforts to identify difficulties faced by disabled persons in the use of standard computers, possible approaches for reducing the difficulties, and current microcomputer features which facilitate use by disabled persons.

EC 210 355

ED 297 504

Kroat, Arlene W.
Communication Interaction between Aided and
Natural Speakers: A State of the Art Report.
Second Edition.
Wisconsin Univ., Madison. Trace Center.
23. Tale. 37.

-403p.; A product of the International Project communication Aids for the Speech-Impaired

Note—403p.; A product of the International Project on Communication Aids for the Speech-Impaired (IPCAS).

Available from—Trace Center, University of Wisconsin-Madison, Waisman Center, 1500 Highland Ave., Madison, WI 53705-2280 (516.50).

Pub Type—Information Analyses (070) — Reports - Descriptive (141)

EDBS Price - MPBL/PC17 Plus Postage.

Descriptors—Attitudes, Codification, "Communication (Thought Transfer), "Communication Aids (for Disabled), "Communication Aids (for Disabled), "Communication Aids (for Disabled), "Communication Research, Foreign Countries, "Interaction, "Interpersonal Relationship, Intervention, Observation, Program Descriptions, "Speech Handicaps, Training Identifiers—Augmentative Communication Systems, Canada, England, Sweden

This study draws on research and programs in Sweden, England, Canada, and the United States to examine communication interaction between a person who is an able-bodied, natural speaker. It primarily addresses the child or adult with normal or near-normal cognitive abilities who uses augmentation and interacts with others in everyday situations. The interactional process between able-bodied, speaking children and adults is reviewed, followed by an analysis of differences in the interactional process when non-speakers are involved. The current knowledge base on interaction between aided communicators and others is reviewed, including a table of 36 relevant research studies. The document's observations about communicative interaction focus on the density of social interactions, the negotiation and exchange of meaning, people's attitudes toward augmentative communicative interaction focus on the density of social interactions, the negotiation and exchange of meaning, people's attitudes toward augmented speakers, and the impact of intervention and training on interactions, the negotiation and exchange of meaning, people's attitudes toward augmented speakers, and the impact of intervention and training on interaction. Appendices include: (1) descriptions of unpublished a

ED 297 505

Rorden, Peter A., Ed. Vanderheiden, Gregg C., Ed.

Zommunication, Control, and Computer Access for
Disabled and Elderly Individuals. ResourceBook

4: Update to Books 1, 2, and 3.

Visconsin Univ., Madison. Trace Center.

Joons Agency—National Inst. on Disability and
Rehabilitation Research (ED/OSERS), Washington. DC. ED 297 505

ton, DC.

Report No.—ISBN-0-Pub Date—88 Grant—G008300045 ort No.-ISBN-0-945459-00-9

Grant—G008300045

Note—385p: A product of the Research and Development Center on Communications, Control, and Computer Access for Handicapped Individuals. For ResourceBooks 1-3, ace ED 283 305-307.

Available from—Trace Research and Development Center, S-151 Waisman Center, 1500 Highland Ave., Madison, WI 53705-2280 (\$18.50).

Pub Type—Reference Materials - Directories/Cat-

alogs (132)

EDRS Price - MP01/PC16 Plus Postage.
Descriptors—"Accessibility (for Disabled), Braille,
"Communication (Thought Transfer), Communication Aids (for Disabled), Computer Assisted Instruction, Computer Managed Instruction,
Computer Printers, "Computer Software, "Disabilities, "Electronic Control, Input Output Devices, Keyboarding (Data Entry),
Microcomputers, "Older Adults, Rehabilitation,
Resources, Speech Synthesizers, Telecommunications

tions
Lidentifiers—\*Augmentative Communication Sys-

Identifiers—"Augmentative Communication Systems
This update to the three-volume first edition of
the "Rehab/Education ResourceBook Series" describes special software and products pertaining to
communication, control, and computer access, designed specifically for the needs of disabled and elderly people. The 22 chapters cover: speech aids;
pointing and typing aids; training and communication initiation aids; non-electronic communication
aids; electronic communication and writing aids;
telecommunication devices for the deaf; switches
and controls; environmental controls; call, monitoring, and memory systems; modifications for standard keyboards; alternate inputs usable with all
software; input devices usable with only some software; input adapters for computers; alternate display systems usable with all software; Braille
printers and tactile display components; speech sallprinters and tactile display components; speech sallplay systems usable with all software; and personal
tools or aids. Bach entry lists the product and vendescription. Appendix A hists other resources, such
as computer assessment and training programs,
newaletters, publications, service centers, etc., and
Appendix B contains a g

ED 297 506

Gothelf, Carole R. And Others

Gothelf, Carole R. And Others

Who Have Dual Sensory
Impairments and Cognitive Disabilities. A
Handbook for Special Education Teachers and
Related Services Personnel.

New York State Education Dept. Albany. Office for
the Education of Children with Handicapping
Conditions.

Pub Date... 88

New York State Education Dept. Albany. Office for the Education of Children with Handicapping Conditions.

Pub Date—88

Note—1079.

Pub Type—Guides - Non-Classroom (055)

EDBS Price - MP01/PC05 Plus Postage.

Descriptors—Auditory Evaluation, Communication Skills, Curriculum Development. \*Deaf Blind, Diagnostic Teaching. \*Mental Retardation, \*Multiple Disabilities, \*Student Evaluation, \*Teaching Methods, Vision Tests, Visually Handicapped Mobility

Intended for use by New York City special education teachers with little or no experience serving students with dual sensory impairments as well as cognitive disabilities, the manual identifies teaching strategies that are easy to implement yet based on direct experience and the current research. Chapter titles and sample topics include the following: "Dual Sensory Impairments: An Understanding" (early development, typical behavior); "Assessment of Auditory Functioning and Auditory Training" (type of hearing loss and possible causes, amplification, auditory training); "Principles of Communication" (communicative intent, prerequisite skills, the van Dijk communication program); "Assessment of Visual Planctioning and Vision Training" (structure/function of the eye, definitions, low vision aides and materials); "Orientation and Mobility" (trailing, ascending/descending statrways, aiting); "Arranging the Classroom Buvironment" (classroom arrangement and instructional equipment); "Curriculum: Where To Begin" (instructional devianos arrangement and instructional equipment); "References and Additional Readings." Appendixes include listings of organizations of interest to professionals and parents, Early Childhood Direction Centers, and special education training and resource centers. (DB)

EC 210 358

ED 297 507 EC 210 35
Lirok, Simi And Others
Attending to America: Personal Assistance for Independent Living. A Survey of Attendant Service Programs in the United States for People of All Agan with Disabilities.
World Inst. on Disability, Berkeley, CA.

Spons Agency—Easter Seal Research Foundation, Chicago, Ill.; Mott (C.S.) Foundation, Flint, Mich.; San Francisco Foundation, Calif. Report No.—ISBN-0-942799-00-3 Pub Date—Apr 87 Note—212p.; The Wells Fargo Foundation also provided funding. For the Executive Summary, see EC 210 359.

vailable from—World Institute on Disability, 1720 Oregon St., Suite 4, Berkeley, CA 97403 (\$20.00)

(\$20.00). Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—Adult Day Care, "Attendants, Daily
Living Skills, Delivery Systems, "Disabilities, Eligibility, Federal Programs, Financial Support,
"Home Programs, Housekeepers, Models, National Surveys, Needs Assessment, "Normalization (Handicapped), "Physical Disabilities, Self
Care Skills, Social Services, State Programs, "Visting Homemakers
Identifiers—"Independent Living, Service Utilization

Identifiers.—"Independent Living, Service Utilization
Data were gathered from 154 U.S. programs providing personal assistance services for the disabled.
The survey identified approximately \$50,000 people receiving community-based, publicly-funded
personal maintenance, hygiene, mobility, or household assistance services, with physically disabled individuals being the most often served. The report
explores the growth in the need for personal assistance services, explains the World Institute on Disability's rationale for studying this situation, and
identifies the potential user population. Background
information describes several federal and state programs providing personal assistance services. Survey data includes such information as number of
programs per state, year of implementation, goals,
state agencies administering the programs, and their
funding sources. Analysis of program structure focuses on eligibility, services, hours of service availability, maximum service amounts allowed, direct
service providers, determination of services availability, maximum service amounts allowed, direct
service providers, determination of services availability, maximum service amounts allowed, direct
service providers, determination of services availability, maximum service amounts allowed, direct
service providers, determination of services availability, maximum service amounts allowed, direct
service providers, determination of services availability, maximum service amounts allowed, direct
service providers, determination of services availability, maximum service amounts allowed, direct
service providers, determination of services availability, maximum services amounts allowed, direct
service providers, determination of services availability, maximum services amounts allowed direct
service providers, deverses, hours
service providers, determination of services availability, maximum services, hours
service providers, determination of services availabitransporters, and commendation

LED 297 508

Litrait, Simi And Others

Attending to America: Personal Assistance for Independent Living. A Survey of Attendant Service Programs in the United States for People of All Ages with Disabilities. Executive Summary.

World Inst. on Disability, Berkeley, CA.

Spons Agency—Easter Seal Research Foundation, Chicago, Ill; Mott (C.S.) Foundation, Plint, Mich.; San Francisco Foundation, Calif.

Pub Date—Apt 87

Note—44p.; The Wells Fargo Foundation also provided funding. For related document, see EC 210 358.

358. Available from—World Institute on Disability, 1720 Oregon St., Suite 4, Berkeley, CA 97403

(35.00).

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MP01/P02 Plus Postage.

Descriptors—Adult Day Care, \*Attendants, Daily Living Skills, Delivery Systems, \*Disabilities, Eligibility, Federal Programs, Financial Support, \*Home Programs, Housekeepers, Models, National Surveys, Needs Assessment, \*Normalization (Handicapped), \*Physical Disabilities, Self Care Skills, Social Services, State Programs, \*Visiting Homemakers

Identifiers—\*Independent Living, Service Utilization

tion
This executive summary reviews results of a survey of 154 publicly-funded programs providing personal assistance services to disabled individuals. Introductory chapters identify the need for a national personal assistance program and policy, the concept of personal assistance and attendant services, the potential user population, and U.S. sources of funding, Key findings are reported in a section on survey results, focusing on the areas of programs goals, number of programs per state, program age, administering agencies, funding sources,

eligibility, services, hours of service availability, maximum amount of service allowed, types of service providers (individual providers, contract agency providers, and government agency providers, degree of program conformity to the independent Living Model, program utilization and expenditures, availability of services across the United States, and the estimated need versus adequacy of the system to meet that need. Tables include, among others, "Programs with the Highest Independent Living Orientation," "Comparison Across States of Expenditures and Total Clients of Attendant Service Programs," and "Comparison of Attendant Service Programs," and "Comparison of Home Care Survey Estimates of Need for Assistance with Number Actually Being Served." The report concludes with 17 recommendations to guide the development of national policy on personal assistance services. (IDD)

the development of national policy on personal assistance services. (JDD)

ED 297 509

EC 210 360

Mott, Donald W. Weeidreyer, Janet C.
Psychometric Characteristics of the Calld Development Rating Scales.
Pub Date—Mar 88

Note—12p; Paper presented at the Annual Convention of the Council for Exceptional Children (66th, Washington, DC, March 28-April 1, 1988).
Pub Type—Speeches/Meeting Papers (150)—Reports - Evaluative (142)

EDRS Price - MF01/POI Plus Postage.
Descriptors—"Adaptive Behavior (of Disabled), 'Behavior Rating Scales, Communication Skills, Daily Living Skills, "Developmental Disablities, Infants, Interpersonal Competence, Motion, Parent Role, "Psychometrics, Test Reliability, Test Validity, Young Children
Identifiers—"Child Development Rating Scales (CDRS) is a parent-administered adaptive behavior assessment instrument for use with children whose developmental age is birth through 5 years and whose chromological age is birth through 5 years and whose chromological age is birth through 5 years and whose chromological on order to conduct research on parents' abilities to assess a wide range of skills in their handicapped children and on the effects of parents' levein of empowement, resulting from utilizing the CDRS as part of their children's assessment regimens. The CDRS is comprised of items from both the Wisconsin Behavior Rating Scales and the Vineland Adaptive Behavior Scales and yields an overall age score, as well as age scores in each of four subscales: communication, daily living skills, socialization, and movement. Two studies were conducted to assess the reliability and validity of the CDRS, with a combined Nof 49. Results suggest that the CDRS yields reliable and validit results. (Author)

ED 297 510

ED 297 510 EC 210 361 ED 297 510

EC 210 36

Steckelberg, Allen Vasa, Stanley F.

Preservice and Inservice Training Program To

Prepare Teachers To Supervise and Work More

Effectively with Paraperofessional Personnel.

Pub Date—31 Mar 88

Pub Date—31 Mar 88
Note—16p; Paper presented at the Annual Convention of the Council for Exceptional Children (66th, Washington, DC, March 24-April 1, 1989).
Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120) — Guides - Non-Classroom (055)

Opinion Papers (120) — Guides - Non-Classroom (035)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Curriculum Development, \*Disabilities, Education Majors, Higher Education, \*Paraprofessional School Personnel, \*Personnel Management, Skill Development, Special Education, \*Staff Role, \*Teacher Education, \*Teaching Methods, Tutors, Undergraduate Study, Units of Study, Volunteers
The use of auxiliary personnel, which includes paraprofessionals, volunteers, and peer- and cross-peer tutors, has become prevalent in special education programs need to focus on the skills required by teachers to utilize these assistants appropriately and effectively. This paper outlines one method for incorporating an instructional module into an undergraduate teacher curriculum. The training module's components include: rationale for utilization of auxiliary personnel, legal and efficiel constraints upon use, description of roles i d responsibilities of teachers and auxiliary person. I, issues in training auxiliary personnel, and methods for supervising paraprofessionals. It is recommended that the competencies be achieved through an intact instructional module delivered primarily in one course, and guidelines are provided for appropriate placement of the module in RIE JAN 1989

the curriculum. Student competencies upon com-pletion of the module are listed. The instructional methodology utilizes student reading materials, lec-ture presentations, class assign-ments, and assessment of student knowledge.

ED 297 511 EC 210 362

ED 297 511 EC 210 56 Grothong, Claudia Clark Teaching Group Participation Skills to the Learn-ing Disabled: A Key to Effective Mainstreaming, Pub Date—26 Feb 88

Pub Date—26 Feb 88
Note—17p; Paper presented at the International
Conference of the Association for Children and
Adults with Learning Disabilities (Las Vegas, NV,
February 24-27, 1988).
Pub Type— Speeches/Meeting Papers (150) —
Guides - Non-Classroom (055) — Reports - De-

Guides - Non-Classroom (055) — Reports - Descriptive (141)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—Behavior Problems, Critical Thinking, \*Discussion (Teaching Technique), Grade 5, \*Group Discussion, Independent Study, Interaction, Intermediate Grades, \*Learning Disabilities, Listening Skills, Reading Materials, Skill Development, Student Behavior, Student Motivation, \*Student Participation, Teaching Methods Identifiers—\*Behavior Management, \*Great Books Curriculum Junior Great Books discussions were used to

Identifiers—"Behavior Management, "Great Books Curriculum Junior Great Books discussions were used to teach critical thinking skills and independent learning behaviors to learning-disabled 5th-grade students. In baseline observations, the seven learning-disabled students exhibited active off-task behaviors and disruptive behavior causing diamissal from the group, while seven students in a "regular" group voluntarily followed teacher directions. Three skills were identified as important to sharing ideas effectively: listening, turn-tasking, and expressing opinions supported by story facts. While the regular students quickly integrated these techniques into their discussions, special students needed to be motivated to control their behavior in order to begin using the listening and discussion skills. A behavior management program was instituted, which brought about decreases in off-task behaviors and interruptions. Analysis of program data showed a dramatic increase in a average length of response for both groups over the course of the Great Book series. The special group acquired the group interaction, listening, and discussion skills necessary to have extended discussions, a series of skills hierarchies is presented, in the areas of group interaction, listening, discussion, and thinking. Establishing an effective group interaction structure seemed to be the key to achieving progress in all the skill areas essential to successful discussions. (JDD)

ED 297 512 EC 210 363

Gray, Elizabeth
Identification and Intervention Strategies for Pro-school, Kindergartes, First and Second Grade Children at Risk for Reading Difficulties.

Pub Date-[88]

Children at Risk for Reading Difficulties.

Pub Date—[88]
Note—319.

Pub Type—Information Analyses (070)
EDBS Price - MF91/PC02 Plus Postage.

Descriptors—Disadvantaged, Early Childhood Education, "Handicap Identification," High Risk Students, "Intervention, Learning Strategies, Literacy, Oral Language, Predictor Variables, Premature Infants, Prevention, Reading Diagnosis, "Reading Difficulties, "Reading Skills, Remedial Reading, Screening Tests, Teaching Methods Identifiers—"Early Intervention
Studies are reviewed on early identification and remediation of "at risk" preschool, 1st-, and 2nd-grade children to prevent possible future reading failure. The research review identifies essential characteristics of reading and reading acquisition, explains difficulties in learning how to read, explores variables within the individual child which may later affect reading akills, and outlines the implications for at-risk children. Early literacy acquisition goals should involve: complementing the child's oral language goals, creating favorable language environments, and increasing students' awareness of word parts. Predicting reading performance requires effective screening programs to identify reading achievement problems. Three areas of possible deficits are identified: oral language abilities for comprehension and production, literacy knowledge gained from socialization experience, and language awareness skills. Early experience, and language awareness of the first or intervention has been found to be effective or recently intervention has been found to be effective or recently intervention has been found to be effective or recently

maturity and disadvantaged backgrounds. Strategies for improving reading skills involve use of environmental print, kinesthetic activities, recitation, building students' knowledge of concepts and attaching words to them, developing subtypes of reading disabilities and matching instruction to their perceptual strengths and preferences, and involving parents. (JDD)

EC 210 364

ED 297 513

Palmer, Lillian, Ed. And Others

International Symposium on Visually Handicapped Infants and Young Children: Birth to Seven (2nd, Aruba, 1987). "The First Steps."

Proceedings = Simpazio Internacional sobre Ninos Visualmente Deficientes de Nacioniesto hanta Siete Anos (2nd, Aruba, 1987). "Los Primeros Pasos."

International Inst. for Visualment.

meros Pasos."
International Inst. for Visually Impaired, East Lansing, Mich.
Pub Date—87
Note—304p.
Available from—Blind Children's Fund, 230 Central St., Auburndale, MA 02166-2399 (S28.00 plus \$3.00 postage).
Pub Type—Collected Works - Proceedings (021)
EDRS Price - MP01 Plus Postage, PC Not Available from EDRS.
Descriptors—Area Studies, Child Resring, \*Clinibated Plus Postages, PC Not Available from EDRS.

able from EDRS.

Descriptors—Area Studies, Child Rearing, \*Clinical Diagnosis, Cognitive Development, Deaf Blind, Developing Nations, Early Childhood Education, Foreign Countries, Handicap Identification, \*Infants, Interaction, \*Intervention, Language Acquisition, Multiple Disabilities, Partial Vision, Peer Relationship, Play, \*Rehabilitation, Sbiblings, Teaching Methods, \*Visual Impairments, Visual Perception, \*Young Children

tion, Siblings, Teaching Methods, "Visual Impairments, Visual Perception, "Young Children
Identifiers—Early intervention
This symposium focused on the special needs of visually handicapped infants and young children. Texts of 48 papers are presented, including keynote addresses by W. Aubrey Webson ("The First Stepe") and Heather Hewitt ("First Stepe-Parenting, Prevention and Programming"). Regional reports are provided for Japan, Bangladesh, the Middle East, the United States and Canada, Occania, and Latin America. Other selected papers include: "Identifying Children with Visual Impairments-Parents, Nurses, Teachers May Contribute to the Assessment of Visual Functions" (Eva Lindstedt); "Problems of Using Assessment Instruments with Deat-Blind Handicapped Infants and Young Children" (Frieda Spivack); "The Development of Reaching in Blind Children" (Ann Bigelow): "Early Interaction between Infants Born Blind and Their Parents" (Anette Ingahotl); "Visual Perception Performance of Visually Impaired Infants" (Kay Ferrell); "Pedagogical Methods and Materials Helping Severely Multihandicapped Blind Children To Develop" (Lilli Nielsen); "Sibling Parentine; Is This Part of the Answer?" (Susan Ruff); "A Correspondence Course for Parents of Preschool Visually Handicapped Children" (Ralph Peabody); "The Visually Handicapped Children" (Ralph Peabody); "The Visually Handicapped Children" (Ralph Peabody); "Belitating Peer Interaction of a Multihandicapped Blind Preschooler" (Susan Workman); and "Play Behavior and Language as Indicators of Cognitive Development in Young Children with Low Vision" (Sandra Parsons). (JDD)

ED 297 514 EC 210 365

Heiner, Donna Learning to Look: A Handbook for Parents of Low Vision Infants and Young Children. International Inst. for Visually Impaired, East Lan-

Burg. Mich.

Pub Date—87

Note—31p.; A grant was provided by the Zonta

Club of Lansing, Michigan.

Available from—Blind Children's Fund, 230 Cen
tral St., Auburndale, MA 02166-2399 (\$7.00 plus

\$1.00 postage).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Avail
able from EDRS.

Descriptors—Infants, \*Learning Activities, Medi
cal Services, Parent Participation, \*Parent Role,

\*Partial Vision, Preschool Education, \*Genory

Training, Skill Development, Special Education,

Toys, Visual Aids, Visual Discrimination, \*Visual

Impairments, \*Visual Learning, Visual Stimuli,

Young Children

Identifiers—\*Early Intervention

Specific and understandable suggestions are of-

fered to parents of severely visually impaired children who have or may have the capacity to learn visually. Parents can assist children with even a small amount of vision to develop that vision from an early age. Vision development begins by ensuring that the child receives appropriate medical and educational services. Parents themselves can make observations to determine how the child reacts to light, what size objects can be recognized, what colors are preferred, etc. Activities are suggested for helping children of various ages learn to "look," including the newborn infant, young beby, older baby, toddler, and preschool child. Other suggestions are provided for helping the child when he or she can't see something, helping the parent capture and hold the child's attention, captuistizing on the child's attraction to light, and helping the child acquist to wearing glasses. Appendices list materials for parents, toys which encourage the use of vision, and other items for enhancing the use of vision, and

EC 210 366 Watch Me Grow! A Text for the Early Education of the Blind Child — Miradmel Texto para la Educacion Precox del Nino Clego. Blind Children's Fund, Aburndale, MA.

Toddiers, Verbal Development, "Visual Impairments Identifiers—"Early Intervention
This text assists parents and other caregivers in stimulating the young child with a severe visual impairment, in order to encourage development of normal behaviors which blindness delays and to prevent the appearance of psychological disturbances. Simple language and illustrations describe the stages of child development from newborn to 3 years of child development from newborn to 3 years of child development from newborn to 3 years of the development of the blind child are given. The suggestions are drawn from activities of daily living, such as bathing, dressing, and playing, Suggested activities are designed to encourage the child's seroy development, verbal development, social skills, and motor development and to prevent the child from becoming overly fearful. (JDD)

ED 297 516

Bennett, Teresa C.
Training Needs for Direct Services Personnel
Providing Services to 0-2 Year Olds with Handi-

Training Needs for Direct Services Personnel Providing Services to 0-2 Year Olds with Handicaps.
Pub Date—Mar 88
Note—15p.; Paper presented at the Annual Convention of the Council for Exceptional Children (66th, Washington, DC, March 28-April 1, 1988).
Pub Type—Reports - Descriptive (141) — Opinion Papers (120) — Speeches/Meeting Papers (150) EDRS Price - MPBI/PCBI Plus Postage.
Descriptors—Child Development, "Disabilities, "Educational Needs, Educational Therapy, Helping Relationship, "Home Programs, Infants, "Intervention, Needs Assessment, Parent Counseling, Parent Education, Preschool Education, "Teacher Education Curriculum, "Teacher Role, Teacher Education, Preschool Education, "Teacher Education Curriculum, "Teacher Role, Teacher Education Programs for interventionists working with infants, toddlers, and preschoolers focus on the same competencies, there is content which is unique to teaching the infant or toddler in the home and teaching a preschooler in the classroom. Content is suggested for training early interventionists to deliver services to 0-2-year-old children in home-based settings, recognizing the different roles such practitioners fulfil in relation to families. The training should emphasize. (1) family intervention skills, including assessing

family needs, recognizing family strengths, identify-ing resources, helping effectively, listening and at-tending, and understanding adult learning strategies; and (2) child intervention skills, includ-ing knowledge of infant learning techniques, car-giver-child interaction, observation skills, medical issues, working in non-traditional settings, utilizing formal and informal community resources, and ef-fectively functioning as part of a team. (Au-thor/JDD)

ED 297 517 EC 210 368

E.D. 237 517

E.C. 210 368

A Training Program for Paraprofessionals Working in Special Education and Related Services.

City Univ. of New York, N.Y. Center for Advanced Study in Education.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, D.C. Div. of Personnel Preparation.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.

Pub Date—38 (Crant—G008530189)
Note—195p.; Prepared by the National Resource Center for Paraprofessionals in Special Education and Related Services.

Available from—National Resource Center for Paraprofessionals in Special Education and Related Services, Center for Advanced Study in Education, The Graduate School and University Center, City University of New York, 33 West 42nd St., New York, NY 10036 (S15.00).

Pub Type—Guides—Classroom—Teacher (952)
Bobs: Tybec—MF02 Flus Postage, PC Net Available from EDRS.

Descriptor—Competency Based Education, "Disabilities, Elementary Secondary Education, Employee Responsibility, First Aid, "Instructional Materials, Learning Processes, "Paraprofessional School Personnel, Safety Education, "Special Education, Staff Role, Student Rights, "Teaching Methods, "Training A competency-based instructional programs was developed to improve the training and performance of paraprofessionals working in education programs for special needs students. The content is designed to meet the training needs of entry-level instructional paraprofessionals working in education programs. The content is presented in five modules, with the following titles: "Understanding the Roles and Responsibilities of Paraprofessionals", "Understanding the Rights of Students with Special Needs," "Understanding the

ED 297 518 EC 210 369

How Passive-Aggressive Behavior in Emotionally Disturbed Children Affects Peer Interactions in a Clearroom Setting. Pub Date—26 Apr 88 Note—26

a Clasercom Setting.
Pub Date—26 Apr 88
Note—27p.
Pub Type— Information Analyses (070) — Reports
- Descriptore (141)
EDRS Price - MF91/PC02 Plus Postage.
Descriptor—\*Aggression, Behavior Change, \*Behavior Problems, Clasercom Techniques, Educational Therapy, Elementary Secondary
Education, \*Emotional Disturbances, Etiology, \*Interaction, Interpersonal Relationship, \*Peychoeducational Methods, Psychological Patterna, Setf Esteem, Student Behavior, Student Characteristics, Teaching Methods Identifiers—Behavior Management, \*Passive Aggressive Behavior, Passivity
Passive-aggressive behavior in an emotionally disturbed child affects the child's progress and affects peer interactions in clasercom settings, Passive-aggressive personalities are typically helpless, dependent, impulsive, overly auxious, poorly oriented to reality, and procrastinating. The characteristics of passive-aggressive children need to be addressed in the classroom to enable the teacher to treat the disorder and effectively manage the classroom. A suggested approach to classroom behavior management is the psychoeducational model, which emphassizes intrapersonal development and an at-

mosphere of understanding and cooperation, to help the child become more independent while learning to accept decisions from those in authority. The review of the literature focuses on: (1) causes of the passive-aggressive personality; (2) tactics used by the passive-aggressive child to control the classroom environment, such as selective vision, selective hearing, slow-down tactics, losing objects, the destructive volunteer tactic, etc.; (3) failure of such children to develop satisfying personal relationships; (4) their lack of self-esteem; and (5) techniques for teaching passive-aggressive children, through encouragement and support for task completion, use of token systems, cooperative learning techniques, assertiveness training, and pairing of a passive-aggressive child with a normal child to reinforce social and academic skills. (JDD)

ED 297 519 EC 210 370

ED 297 519 EC 210 370 Englert. Carol Sue And Others [Teaching of Written Languages Skills to Mildly Handicapped Students]. PRISE Reporter No. 18, October 1966. Pennsylvania Resources and Information Center for Special Education (PRISE), King of Prussis, Pa. Spons Agency—Pennsylvania State Dept. of Education, Harriaburg. Bureau of Special Education. Pub Date—Oct 86

Pub Date—Oct se

Note—6p.
Available from—PRISE Reporter, 200 Anderson
Rd., King of Prussia, PA 19406.
Journal Cit—PRISE Reporter; n18 Oct 1986
Pub Type— Collected Works - Serials (022) —
Book/Product Reviews (072)
EDRS Price - MF01/PO1 Plus Postage.

Descriptors—Communication Skills, Courseware,

Pub Type— Collected Works - Serials (022) —
Book / Product Reviews (071)
Bescriptors—Communication Skills, Courseware,
Elementary Secondary Education, Expository
Writing, Instructional Materials, "Learning Strategies, "Mild Disabilities, Peer Evaluation,
"Teaching Methods, Verbal Communication,
Writing (Composition), "Writing Instruction,
Writing (Composition), "Writing Instruction,
Writing Skills
This newsletter issue concentrates on the topic of
teaching written language skills to mildly handicapped elementary and secondary students, with
emphasis on the communicative function of writing.
The feature article discusses expository writing instruction, describing essential elements of the expository writing process and characteristics of good
writing programs, including establishment of a writstructional materials focus on specific organizational and thinking skills associated with each step
in the writing process planning, organizing, writing
a first draft, editing, peer-editing, and revising,
the steps of each skill to help students begin to
internalize thinking strategies. Additional sections
of the newsletter describe instructional materials
and software resources useful in teaching writing
skills to mildly handicapped students, a brief revise
of a published research study which examined elementary-level classroom writing practices, and a description of the contents of a videocassette, "A
Natural Curriculum," which emphasizes the teaching of reading and writing as functional tools. (JW)
ED 297 520

ED 297 520

((Metacognition and Related Teaching and Learning Strategies)).

Pennsylvania Resources and Information Center for Special Education (PRISE), King of Prussia, Passpons Agency—Pennsylvania State Dept. of Education, Harrisburg, Bureau of Special Education. Pub Date—Mar 87

Note—8p.
Available from—PRISE Reporter, 200 Anderson Rd., King of Prussia, PA 19496.

Journal Cit.—PRISE Reporter; n18 Mar 1987
Pub Type—Collected Works - Serials (022) — Information Analyses (070) — Book/Product Reviews (072)

formation Analyses (070) — Book/Froduct Reviews (072)
EDRS Price - MPUL/PC01 Plus Postage.
EDRS Price - MPUL/PC01 Plus Postage.
Descriptors—"Cognitive Processes, Educational
Research, Elementary Secondary Education, Instructional Materials, Interpersonal Competence,
"Learning Strategies, Mathematics, "Metacognition," Mild Disabilities, Reading Comprehension,
Teaching Methods, Writing Skills
Identifiers—"Strategy Training
Recent research and program development in the
areas of metacognition and related teaching and
learning strategies is the subject of this issue of the
newaletter. The lead article reviews reasons for the
current interest in cognition and metacognition,

clarifies the concepts of cognitive and metacogni-tive strategy instruction, and describes key elements of effective strategy instruction as suggested by re-cent research. Applications of strategy instruction in such content areas as reading comprehension, written language, social skills, and mathematics are described, and possibilities for future program de-velopment are discussed. Additional sections of the newsletter highlight two instructional materials packages, summarize current articles and research on metacognition, and describe a videocassette pro-gram which illustrates critical teaching behaviors in each of eight identified steps for learning strategy instruction. (JW)

ED 297 521 EC 210 372

ED 297 521 EC 210 372
Beottie, John
((Teaching of Mathematics to Mildly Hamdicapped Studentsi).
Pennsylvania Resources and Information Center for Special Education (PRISE), King of Prussis, Pa.
Spons Agency—Pennsylvanis State Dept. of Education, Parrisburg, Bureau of Special Education.
Pub Date—Apr 87

Spons Agency—Pennsylvanis State Dept. of Education. Pub Date—Apr 87
Note—6p.

Available from—PRISE Reporter, 200 Anderson Rd., King of Prussia, PA 19496.

Journal Cit—PRISE Reporter, 218 Apr 1987
Pub Type—Collected Works - Serials (022)—
Book/Product Reviews (072)—Guides - Classroom - Teacher (052)
EDRS Price - MP61/PC01 Plus Postage.

Descriptors—Arithmetic, Diagnostic Tests, Educational Research, \*Elementary School Mathematics, Elementary Secondary Education, "Generalization, Mathematical Concepts, "Mathematics, Instruction, Mathematics Skills, "Mild Disabilities, Multiplication, Number Concepts, "Secondary School Mathematics, Teaching Methods, Test Reviews
This issue of the newletter focuses on the teaching of mathematics to mildly handicapped students. The feature article reviews the theory of generalization and its application to specific practices in teaching arithmetic. A set of six-step guidelines is offered for the teacher to follow in ensuring that generalization of arithmetic skills takes place. The "count-by" approach is described as a useful technique in teaching for generalization of basic multiplication facts. Additional sections of the newsletter review current books and journal articles that address mathematics instruction for learning disabled and other mildly handicapped students, as well as a 75-episode public television series designed to demonstrate everyday uses of mathematics ansessment instruments, the Sequential Assessment of Mathematics Inventories and the Test of Computational Processes, are briefly noted. In two concluding sections, the Vaugha System of Multiplication multimedia instructional program is described, and a published research study comparing sequential and concurrent elementary mathematics instruction is summarized. (JW) summarized. (JW)

ED 297 522 EC 210 373 Cobb, R. Brid

Cobb, R. Brian
((Educating the Handicapped to Enter the World
of Worki).

Pennsylvania Resources and Information Center for
Special Education (PRISE), King of Prussia, Pa.
Spons Agency—Pennsylvania State Dept. of Education, Harrisburg, Bureau of Special Education.
Pub Date—Sep 87
Note—8p.
Available from—PRISE Reporter, 200 Anderson
Rd., King of Prussia, PA 19496.
Journal Cit—PRISE Reporter; n18 Sep 1987
Pub Type— Collected Works - Serials (022) —
Book/Product Reviews (072) — Reports - Descriptive (141)

Book (Product Reviews (072) — Reports - Descriptive (141)
EDRS Price - MP01/PC01 Plus Pustage.
Descriptors—Career Counseling, "Career Education, Career Planning, Computer Software Reviews, Courseware, "Disabilities, Educational Legislation, "Education Work Relationship, Normalization (Handicapped), Secondary Education, Vocational Adjustment, "Vocational Education, Vocational Rehabilitation identifiers—"Carl D Perkins Vocational Education Act 1934, School to Work Transition
This newsletter issue focuses on educating the handicapped to enter the world of work. Topics addressed include legislation, assessment of vocational education programs, transitional services, employment programs, and job separation. The feature artistical programs, and job separation.

cle describes provisions of the 1984 Carl D. Perkins Vocational Education Act (Public Law 98-524), which seeks to assure equal access to quality vocational education programs and to provide the necessary special services to enhance the participation of special needs students. Fiscal provisions, required information dissemination to students, equal access assurances, and service delivery provisions of the Act are described. Additional sections discuss a published research study examining the reasons for 107 job separations by mildly mentally retarded persons and summarize three current citations addressing school-to-work transition for severely disabled persons, competitive employment programs, and the role of social competence in the community adjustment of developmentally disabled persons. Videocassette programs, courseware, and instructional materials are also reviewed. Descriptions in the area of assessment include a cooperative vocational-technical program entitled Assessment for the condition and Mainstreaming, as well as a transitional vocational assessment model. (JW)

EC 210 374

Soinato, Diane M. Strain, Phillip S. ((Early Intervention for Handleappe Children)).

Canarean,
Pennsylvania Resources and Information Center for
Special Education (PRISE), King of Prussia, Pa.
Spons Agency—Pennsylvania State Dr pt. of Education, Harrisburg, Bureau of Special Education.
Pub Date—Oct 87

Pub Date—Oct 87
Note—8p.
Available from—PRISE Reporter, 200 Anderson Rd., King of Prussia, PA 19496.
Journal Cit—PRISE Reporter, n18 Oct 1987
Pub Type— Collected Works - Serials (022) —
Book/Product Reviews (072) — Guides - Classroom - Teacher (052)
EDRS Price - MPBI/PCBI Plus Postage.
Descriptors—\*Adaptive Behavior (of Disabled),
Adjustment (to Environment), Assistive Devices
(for Disabled), Child Development, Courseware,
Developmental Stages, "Disabilities, Educational
Diagnosis, Educational Legislation, High Risk
Persons, Infants, "Mainstreaming, "Normalization (Handicapped), Peer Relationship, Preschool
Education, \*Student Adjustment, Young Children

tion (Handicapped), Peer Relationship, Preschool Education, \*Student Adjustment, Young Children
Identifiers—"Early Intervention, Education of the Handicapped Act Amendments 1986
This issue of the newsletter focuses on early intervention for handicapped preschool Children. The lead article, entitled "Promoting Independent Work Skills in Handicapped Preschool Children," high-lights findings of a project designed to identify critical skills needed for independent functioning in mainstream preschool and kindergarten environments, select target behaviors for intervention, and identify effective intervention procedures. Issues addressed include promoting independent work skills in the absence of the teacher, increasing responding during group instruction, facilitating transition times between activities, and promoting independent seatwork skills. Additional sections of the newsletter describe a published research study on preschool peer interactions, review four current publications in the area of early intervention and developmental problems, summarize the Carolina Curriculum for Handicapped Infants and Infants at Riak, and describion of one of the programs, one on the analysis of movement patterns from birth to 12 months in a developmentally normal child, the second on Public Law 99-457, Education of the Handicapped Act Amendments 1986. (JW)

ED 297 524 EC 210 375

ED 297 524

Rogers, Karen B.

A Coatent Analysis of the Research on Giftedness:
How Well Are We Doing?
Pub Date—Apr 88

Note—26p.; Paper presented at the Annual Convention of the Council for Exceptional Children (66th, Washington, DC, March 28-April 1, 1988).
Pub Type— Information Analyses (070) — Speeches/ Meeting Papers (150)

EDRS Price - MPDI/PC02 Plus Postage.
Descriptors—\*Citation Analysis, Creativity Research, Elementary Secondary Education, \*Exceptional Child Research, \*Gifted, Program Content, \*Publications, Research Design, \*Trend

Analysis

Analysis

A preliminary analysis of literature published in the area of gifted education from January 1975 to December 1986 sought to analyze its content and to discern trends in the types of research-based topics addressed. Eliminating duplicate citations, the study analyzed 2,680 citations from three databases: the Educational Resources Information Center (ERIC), Exceptional Child Education Resources (ECER), and Psychological Information Abstracts (PSYC). All general descriptors for the terms "gifted" and "creative" listed for each database were used. Studies were categorized by year, database source, type of publication, subject, and research-or nonresearch-based. Further analysis of the 870 research-based articles classified them by topic, type of research design, sample size, sample age level, and number of variables studied. Results indicated that 20 percent of the gifted literature was most concerned with curricular and programmatic issues, while the research literature focused more on student-centered issues. Journal articles comprised 91 percent of the non-research-based publications, but only 51 percent of the research reports. The most common research designs were causal-comparative and correlational. The most frequently researched age level was elementary, comprising 46 percent of the research studies conducted. (Author/JW)

ED 297 525

ED 297 525 EC 210 376 ED 297 5.25 EC 210 376 Special Project for the Preparation of Speech Pathologists and Audiologists to Provide Compe-tent Services to Handicapped Children, Birth to Age 5. Project Summary Report, 8/20/84 to 8/19/87. Final Report. Denver Univ., CO. Dept. of Speech Pathology and

Denver Univ., CO. Dept. of Speech Patnotogy and Audiology. Spons Agency—Department of Education, Wash-ington, DC. Pub Date—Nov 87 Grant—G008430142

Grant—G008430142
Note—141p; For individual papers from this report, see EC 210 377-380.

"bu Type—Reports - Descriptive (141)
EDRS Price - MF01/PC06 Plus Postags.
Descriptors—"Audiology, "Communication Disorders, Curriculum Development, Delivery Systems, Higher Education, Parent School Relationship, Practicums, Preshool Education, "Professional Education, "Speech Pathology, "Therapite" Therapists

\*Professional Education, "Speech Pathology, 
"Therapists
The final report describes a 3-year project to train speech language pathologists and audiologists to deliver services to young children foirth to age 5) with communication disorders. Specific project objectives included (1) provision of basic and audiologists through coursework and practical experiences; (2) training of pathologists and audiologists in ways to coordinate and sensitively communicate to parents information from other professionals involved in the child's treatment plan. A curriculum and set of practicum experiences was developed and tested with 11 train-eas. Coursework included: observation of normally developing children for 10 weeks of lecture and lab, preschool practicum for 2 half-days with associated lecture and seminar; a self-contained language group experience with toddlers; an internatip experience for 20 hours per week; and an externahip for one semester. The evaluation plan and its findings are outlined. The major portion of the document consists of the following individual reports on project highlights: "The Developmental-Interaction Curriculum: An Approach to Training" (Sue McCord); "Parent Education Practicum Model: Theoretical and Philosophical Basis for the Parent Program" (Janice Zelazo); "The Mainstreamed Laboratory Preschool: A Training Site: Ministreaming" (Kate Ingmundson and Sue McCord); and "Multidiscipitinary Team Staffing Practicum" (Susan Moore). (DB)

ED 297 526

EC 210 377

tal-Interaction Curriculum: An

Approach to Training.

Denver Univ., CO. Dept. of Speech Pathology and

Denver Univ., 2007.
Audiology.
Spons Agency—Department of Education, Washington, DC.
Pub Date—Nov 87
Note—49p.; In: Special Project for the Preparation of Speech Pathologists and Audiologists to Pro-

vide Competent Services to Handicapped Chil-dren, Birth to Age 5; Project Summary Report, 8/20/84 to 8/19/87. Final Report; see EC 210

8/20/84 to 8/19/87. Final Report; see EC 210
376.
Pub Type—Reports - Descriptive (141)
EDRS Price - Mt01/PC02 Plus Postage.
Descriptors—Audiology, \*Communication Disorders, \*Course Organization, Carriculum Development, Delivery Systems, Higher Education, Parent School Relationship, Practicums, Preschool Education, \*Professional Education, \*Speech Pathology, \*Therapists
One component of the final report of a 3-year project to train speech language pathologists and audiologists to deliver services to young children (birth to age 5) with communication disorders, the paper describes the academic curriculum ann practicum experiences developed by the project. The report is structured around the following aspects: (1) the child, (2) the student trainee and both the interface with parents through the parent education practicum and the multidisciplinary staffing practicum. Coursework included: observation of normally developing children for 10 weeks of lecture and lab, preschool practicum for 2 half days with associated lecture and seminar; a self-contained language group experience with toddlers; an internship experience for 20 hours per week; and an externship for one semester. The syllabus including schedules, activities, and assig...ments is included. (DB)

EC 210 378

Ingmundson, Kate McCord, Sue The Mainstreamed Laboratory Preschool: A Train-

ing Site.
Denver Univ., CO. Dept. of Speech Pathology and

Denver Univ., CO. Dept. of Speech Pathology and Audiology.

Spons Agency—Department of Education, Washington, DC.

Pub Date—Nov 87

Note—27p.; In: Special Project for the Preparation of Speech Pathologists and Audiologists to Provide Competent Services to Handicapped Chidren, Birth to Age 5; Project Summary Report, 8/20/84 to 8/19/87. Final Report; see EC 210 376.

Pub Type-Information Analyses (070) - Reports

376.

Pub Type— Information Analyses (070) — Reports - Research (143)

EDRS Price - MPBI/PCU2 Plus Postage.

Descriptors—Audiology, "Communication Disorders, "Course Organization, Delivery Systema, Higher Education, Interviews, "Mainstreaming, Opinions, Parent School Relationablip, "Preschool Education, "Professional Education, Speech Pathology, Therapists
One component of the final report of a 3-year project to train speech language pathologists and audiologists to deliver services to young children (birth to age 5) with communication disorders, the paper provides a review of mainstreaming and an indepth view of its application at one center in Colorado serving young children with communication disorders. A brief review of the literature on mainstreaming procedes the description of the liberature on mainstreaming precedes the description of the liserature on mainstreaming indicated such benefits as observational learning by the handicapped child, improved speech/language development, improved cognitive development, more real world experience, and better parent training and support. Disadvantages of mainstreaming identified by interviewees include and difficulty keeping up with the rapid pace in the mainstream desting. The importance of educator training for effective mainstreaming was stressed by all interviewees. Worksheets for program evaluation by teachers and directors are appended. (DB)

EC 210 379 ED 297 528

Zelazo, Janice Parent Education Practicum Model: Theoretical and Philosophical Basis for the Parent Program. Denver Univ., CO. Dept. of Speech Pathology and

Denver Univ., CO. Dept. of Speech Patnotogy and Audiology. Spons Agency—Department of Education, Wash-ington, DC. Pub Date—Nov 87 Note—19p.; In: Special Project for the Preparation of Speech Pathologists and Audiologists to Pro-vide Competent Services to Handicapped Chil-dren, Birth to Age 5; Project Summary Report, 8/20/84 to 8/19/87. Final Report; see EC 210

376

Pub Type— Reports - Descriptive (141)
EDRS Fries - MF01/PC01 Plus Postage.
Descriptors—Audiology, "Communication Disorders, Curriculum Development, Delivery Systems, Higher Education, Individualized Programs, "Parent Education, Parent School Relationship, Practicums, Preschool Education, "Professional Education, Speech Pathology, Therapius
One component of the final report of a 3-year project to train speech language pathologists and audiologists to deliver services to young children (hirth to age 5) with communication disorders, the paper describes the parent education practicum model developed by the project. The underlying philosophical foundation of the training was to adapt to the individual interests and needs of each family based on the INREAL (Inter-reactive learning) model for effective communication. In addition to the parent training program, activities offered to parents included a parent orientation to the Child Language Center (CLC) in Boulder, Colorado, parent meetings, perent observation of the CLC, social activities, and parent conferences. The parent/child interaction training program included: classroom observation by parent/s and trainer, in-home video taping of the family, viewing and discussion of video by parents/s and trainer, and parent discussion group. Training in the parent component was received by four graduate students and their training poals are outlined. A case study demonstrating the interface of family, trainees, and trainer completes the report. (DB)

ED 297 529

Afoore, Sanan Multidisciplinary Team Staffing Practicum. Denver Univ., CO. Dept. of Speech Pathology and Audiology.

Audiology.

Spons Agency—Department of Education, Washington, DC.

Pub Date—Nov 87

Pub Date—Nov 87
Note—20p; in: Special Project for the Preparation
of Speech Pathologists and Audiologists to Provide Competent Services to Handicapped Children, Birth to Age 5. Project Summary Report,
8/20/84 to 8/19/87. Final Report; see EC 210
272

8/20/84 to 8/19/87. Final Report; see EC 210
376.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF91/PCD1 Plus Postage.
Descriptors—Audiology, "Communication Disorders, Delivery Systems, Higher Education, "Parent Echool Relationship," Parent Teacher Conferences, Preschool Education, "Professional Education, Speech Pathology, Therapists
One component of the final report of a 3-year project to train speech language pathologists and audiologists to deliver services to young children (birth to age 5) with communication disorders, the paper describes the project's model of multidisciplinary team interaction involving parents as integral to team function. The program stresses the developmental interaction approach to orienting trainees to their role as facilitator in developing parental advocacy. The professional's role is seen to be one of educator, advisor, support in developing parental advocacy. The professional's role is seen to be one of educator, advisor, support and the child's advocate. This was accomplished through two preparatory conferences prior to the interdisciplinary parent conference/staffing meeting as well as a post staffing conference meeting and follow-up. Outlined are the roles of the parent advocate and the coordinator at multidisciplinary staffings with associated evoluation forms. (DB)

ED 297 530

EC 210 381

ED 297 530 EC 210 381

BC 210 38
Browdrickson, Jo M. And Others
Implementing Data Based Decisions for Instruction: A Guidet to Data-Based Decisions for Teaching Students with Learning Disabilities.

Pub Date—Mar 88

Note: 464.

Note—46p.; Paper presented at the Annual Convention of the Council for Exceptional Children (66th, Washington, DC, March 28-April 1, 1988). Figures 1, 2, and 5 contain small marginally legi-

Figures 1, 2, and 3 couran aman marginary sug-ble print.

Available from—Jo M. Hendrickson, J282 Health Center, Gainesville, FL 32610. Please request "A Guide to Data-Based Decisions for Teaching Stu-dents with Learning Difficulties."

Fub Type—Speeches/Meeting Papers (150) — Guides - Non-Classroom (055) EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Decision Making, Diagnostic Teaching, "Disabilities, "Educational Technology, Evaluation Methods, "Precision Teaching, Recordkeeping, Student Educational Objectives, "Teaching Methods Identifiers—"Data Based Instruction
The monograph describes various aspects of data collection, analysis and data-based decision-making for the regular or special education classroom teacher. Direct and repeated measurement of student progress and program effectiveness is advocated. Four fundamental steps are outlined: (1) identity instructional objectives and collect data on student performance; (2) display the data graphically; (3) examine the data and identify trends, and (4) use basic data decision rules to guide instructional decisions. The concept of "stages of learning" is introduced in relation to use of percent and rate data. Use of correct-to-error ratios and trials-at-criterion standards for setting performance goals is presented. Strategies for determining objectively when and how to change instruction are discussed. Instructional modification involves changing one or more of four basic program elements: general setting events, antecedent events, subsequent events, and the contingency arrangement. Finally, guidelines pring performance green, antecedent events, subsequent events, and the contingency arrangement. Finally, guidelines for implementing data-based decisions with students who are low achieving, exceptional and at-risk for dropping out are offered. (Author/DB)

ED 297 531

ED 297 531

Buschner, Puttl C. Shuck, Terri H.

Buschner, Puttl C. Shuck, Terri H.

Planning Systems of Transitions to the Least
Restrictive Environment for Persons Serving
Learners with Severe Handicape.

Mississippi Children's Rehabilitation Center.; University of Southern Mississippi, Hattiesburg.

Dept. of Special Education.; University of Southern Mississippi, Hattiesburg. Univ. Affiliated Program.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC. Pub Date—Oct 87 Contract—G008630551

Note—9p.; Paper presented at the Annual Conference of the Association for Persons with Severe Handicaps (14th, Chicago, IL, October 29-30,

**Pub Type** - Speeches/Meeting Papers (150) - Re-

1987).
Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MFDI/PCDI Plus Pestage.
Descriptors—"Daily Living Skills, "Deaf Blind, "Demonstration Programs, Elementary Secondary Education, "Inservice Teacher Education, Models, "Severe Disabilities, Teacher Effectiveness, Training Methods
The federally funded project is intended to aid inservice training specific to the skills and needs of severely handicapped children and youth. Project goals include: development, implementation, and evaluation of training procedures and materials to change the attitude and knowledge of persons responsible for the education of learners with severe handicaps; and development, implementation, demonstration and evaluation of inservice training methods, procedures and planning systems of transitions for severely handicapped and deaf blind learners. Three model outreach sites in Mississippi serve as demonstration and dissemination sites. Major expected project outcomes include: (1) the acquisition/improvement of teacher effectiveness and implementation of quality educational services for severely handicapped learners; (2) the acquisition/improvement of teacher effectiveness for this population; (3) demonstration that the learners gained in functional skills as a result of project activities. (DB)

ED 297 532

Miller, Maurice Self-Assessment in Students with Learning Handi-

EC 210 383

Caps.

Pub Date—Mar 88

Note—10p.; Paper presented at the Annual Convention of the Council for Exceptional Children (66th, Washington, DC, March 28-April 1, 1988).

Pub Type—Speeches/Meeting Papers (150)—Information Analyses (070)

EDRS Price • MFul/PC01 Plus Postage.
Descriptors—Cognitive Development, Elementary Secondary Education, \*Learning Disabilities, Learning Strategies, \*Metacognition, \*Self Evaluation (Individuals)

The literature and theories of the role of self-assessment in the metacognitive development of chil-

dren with learning handicaps is reviewed. Self-assessment is seen to be a prerequisite for metacognitive growth. The literature on purposes of self-assessment and ways to assess a student's actual use of self-assessment indicates that learning handicapped students tend to be passive learners; that self-report to determine students' self-assessment; abilities is unreliable; that the use of rating scales for pre-judging by the student is included among methods of assessing students' self-assessment; assessment; that self-assessment can be inferred from student comments about difficulty level, and that specific self-assessment includes giving students devices to self-assessment and inferent types including "sizing up" the task before beginning, gauging one's skill and likelihood of success before beginning, assessment during task performance, self-judging about the decisions in the self-assessment, and self-monitoring as the on-going watching of one's self. A theory of metacognition is described which includes the three parameters of person variables (such as age, sex, developmental skills, self-esteem), task variables (such as meaningfulness, task format, level of complexity), and strategy variables (specific strategy knowledge, relational strategy knowledge, and metamemory). (DB)

ED 297 533

ED 291 5.53
Trapani, Catherine
Peer Tutoring: Integrating Academic and Social
Skills Remediation in the Classroom.
Spons Agency—National Inst. of Handicapped Research (ED), Washington, DC.
Pub Date—Mar 88
Grant—G008300148
Note: Paper presented at the Annual Con-

Pub Date
Grant—G008300148
Note—43p.; Paper presented at the Annual Convention of the Council for Exceptional Children
(66th, Washington, DC, March 28-April 1, 1988).
Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

Date - MF01/PC02 Plus Pestage.

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Pestage.
Descriptors—"Cross Age Teaching, Instructional Effectiveness, Intermediate Grades, "Interpersonal Competence, "Learning Disabilities, Males, Peer Teaching, Skill Development, Spelling, Training Methods, "Tutoring Identifiers—Rehearsal (Learning)
The study explored the effectiveness of social skills training and cross-age tutoring on the acquisition and use of social skills among 20 mainstreaming and in the students of the students when the students then tutored younger children in spelling. Emphasis was placed on the use of appropriate social communication skills in the tutoring situation providing an opportunity for active rehearsal of the target social skills. Evaluation indicated that experimental subjects responded to the intervention for two of the target behaviors (greeting and answering questions). Three figures, 7 tables, and 52 references are included. (DB)

ED 297 534

EC 210 385

EC 210 3: Sheeline, Mary C. Positive Effects of Implementing Special Educa-tion Strategies in the General Classroom, Pub Date—May 88

Note-30p.

Pub Type— Speeches/Meeting Papers (150) — Information Analyses (070) — Opinion Papers

(120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Cognitive Development, Cognitive Style, \*Educational Methods, Interpersonal Competence, \*Learning Disabilities, \*Learning Strategies, \*Metacognition, Prevention.
Identifiers—\*Regular and Special Education Relactionships.

Identifiers—Acquisi and special contentionship.

The growing move to reintegrate special education within the general education system forms the background and rationale for this paper's proposals. Discussion includes the suggestion that general education students can benefit from explicit instruction in learning strategies which have been primarily used with only learning disabled students. Specifically recommended are strategies which train students to develop their metacognitive and social cognitive awareness and academic skill levels. It is argued that explicit exposure to learning strategy training at the elementary and intermediate levels will serve a variety of positive purposes, from individual learning empowerment to prevention of secondary level academic failure. (Author)

EC 210 386 ED 297 535

ED 27 535

Rooll James, Ed.

Annotated Bibliography on Community Integration for People with Severe Disabilities.

Syracuse Univ., NY. Center on Human Policy,

Spons Agency—National Inst. on Disability and

Rehabilitation Research (ED/OSERS), Washington, DC.

Spons Agency—National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC. Pub Date—87
Contract—300-85-0076
Note—159p.
Available froem—Syracuse University, Center on Human Policy, 724 Comstock Ave., Syracuse, NY 1324-4230 (Sc. 50).
Pub Type—Reference Materials - Bibliographies (131)
EDRS Price - MFDL/PC97 Plus Pestage.
Descriptors—"Community Programs, "Community Services, "Delivery Systems, "Normalization (Handicapped), "Severe Disabilities
The bibliography contains approximately 180 references dated from 1976 through 1986 concerning community integration for persons with severe disabilities. Output of computer searches of bibliographic data bases was evaluated according to the degree to which each item reflected principles of community integration. Usually provided for each citation are title, author, publication date, source, cost, and a summary with critical comments. Citations are organized into the following categories and subcategories: perspectives on integrated community services; funding integrated community services; planning and coordinating a comprehensive community service system; services (community stiving, educational, vocational, respite and family support, case management, guardianship, carry childhood); assuring quality services; programming (individual planning, serving people with challenging behaviors, serving people with physical disabilities, meeting people's medical needs in the community, skill development, saff training); achieving community acceptance; and parents, consumers, and advocates. Also included are title and author indexes to the citations. (DB)

ED 297 536 EC 210 387

ED 297 336

Shoultz, Bonnie, Ed. Kolyanpur, Maya, Ed.
Familles for All Children.
Syracuse Univ., NY. Center on Human Policy.
Spons Agency—National Inst. on Disability and
Rehabilitation Research (ED/OSERS), Washing-

ton, DC. Pub Date—Sep 87 Contract—G0085C03503

ton, DC.
Pub Date—Sep 87
Contract—G0085C03503
Note—13p.
Available from—Syracuse University, Center on Human Policy, 724 Comstock Ave., Syracuse, NY 13207-4230.
Pub Type—Reports - Descriptive (141) — Opinion Papers (120)
EDRS Price - MPDI-PC01 Plus Postage.
Descriptors—Adoption, "Child Welfare, Family Life, "Family Programs, Foster Care, Placement, Public Policy, Respite Care, "Severe Disabilities, "Social Services, Social Support Groups, State Legislation, "State Programs
Identifiers—"Permanency Planning (Foster Care)
This bulletin reflects the commitment of Syracuse University's Center on Human Policy to the idea that children belong with families. The bulletin contains a policy statement which recommends; that all children, regardless of disability, belong with families and need enduring relationships with adults; that families with severely disabled children, should be supported as needed; and when children cannot stay with their families due to family crises or other circumstances, efforts should focus on (1) reuniting the family; (2) adoption; and (3) foster care in that order. Efforts of public and voluntary agencies to apply the statement are documented. An article by Sue Lehr illustrates the need for family support services from a parent's perspective. Following the article, the purpose of family support, its costs, and its funding sources are reviewed. Legislation and innovative programs providing family support are described, including the Michigan Family Subsidy Act and programs in Wisconsia, Montana, Maryland (Calvert County), and New York (Syracuse). The concept of permanency planning is presented, and Michigan's efforts to implement the concept are described, specifically the experiences of the Macomb-Oakland Regional Center in permanency planning, specialized foster care, and respite care. (JDD)

EC 210 388 ED 297 537 Wilhelm, Irma J., Ed.

Physical Therapy in Maternal and Child He (Rongemout, North Carolina, January 25

North Carolina Univ., Chapel Hill. Div. of Physical

North Caronias Univ., Chapter than 2007.

Therapy.

Spons Agency—Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.

Pub Date—Feb 38

Note—90p.

Available from—Division of Physical Therapy, De-

fice for Maternal and Child Health Services. Pub Date—Peb 88
Note—Opp.
Available from Division of Physical Therapy, Department of Medical Allied Health Professions, School of Medicine, CB # 7135 Medical School Wing E, 222H, University of North Carolina at Chapel Hill, NC 27514 (free, limited supply).
Pub Type—Collected Works - Proceedings (021)—Opinion Papers (120)—Reports - Research (143)
EDRS Price - MF01/PC04 Plus Pestage.
Descriptors—Adolescents, Agency Role, Allied Health Occupations Education, "Change Strategies," Children, Coordination, Curriculum Development, "Delivery Systems, Health, Interpersonal Communication, Labor Needs, Measurement Techniques, Mothers, "Needs Assessment, "Physical Disabilities, "Physical Therapy, Professional Education, Rehablitation, Theory Practice Relationship Identifiers—"Child Health, Maternal Health
This symposium considered major issues in the delivery of physical therapy services to children and their families. The 26 invited participants used a series of formal presentations include: "Issues and Priorities for action, and develop preliminary recommendations. Formal presentations include: "Issues and Priorities in Pediatric Therapy Research" (Martha Piper); "Issues in Education" (Barbars Connolly); and "The Practice of Physical Therapy with Children, Adolescents and Their Families" (Alice Shea). Group discussion and Following agencies in support of physical therapy in pediatrics. Maternal sof practice, massurement, curriculum, spectrum of practice, and communication and coordination of services. Strategies for implementing change in the priority areas are outlined. Several short presentations describe the roles of the following agencies in support of physical therapy in pediatrics: Maternal and Child Health Training of the Bureau of Health Care Delivery and Assistance, U.S. Department of Health Care Deliver

ED 297 538 EC 210 389

ED 297 538

Kelly, Bette
The Funding and Costs of Special Education.
Report Prepared for the Council of Ministers of
Education, Canada = Financement et cout de
Peducation de L'denfance en difficulte. Rapport
redige pour le Conseil des ministres de l'Education (Canada).
Canadian Council of Ministers of Education, Toronto (Ontario).

onto (Ontario). ub Date-Jan 85

Pub Date

Pub Date—Jan 85
Note—93p.
Language—English; French
Language—English; French
Pub Type—Reports - Descriptive (141) — Multilingual/Bilingual Materials (171) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PO4 Plus Pestage.
Descriptors—Access to Education, Deinstitutionalization (of Disabled), 'Disabilities, 'Educational
Finance, 'Educational Trends, Elementary Secondary Education, 'Expenditures, Financial Support, Foreign Countries, Mainstreaming,
'Program Costs, Resource Allocation, 'Special
Education
Identifiers—"Canada
A questionnaire was designed to solicit Canadian

Identifiers—"Canada
A questionnaire was designed to solicit Canadian
provincial/territorial information on the costs of
special education and the funding mechanisms used.
Provincial and territorial representatives were also
asked their opinions concerning recent and future
trends in special education and the resulting impact
on costs. In this resulting report, each province presents information about its financing methods, which

are generally based on per pupil budget formulas, grants, and supplementary allocations. A chart compares 1983 provincial funding methods for special funding, provincial schools, care/treatment facilities, transportation, capital costs, and other. Based on this information, the total costs of special education in Canada are derived. An analysis of the factors impacting on special education costs over the past 5 years shows increased costs due to maintenance, deinstitutionalization, and improved accessibility of educational opportunities for all children. Most representatives feel that costs will continue to increase as school boards respond to the growing demands of parental and advocacy groups for educational services for all children. The text is presented in both English and French. (JDD)

Vocational & Social Outcomes with Mentally Handicapped Adults: A Longitudinal Study. Pi-nal Report. Keystone Area Education, Elkader, Iowa. Pub Date—83 EC 210 390

Pub Date—53
Note—51p.; A product of the Division of Special
Education. Appendixes are printed on colored pa-

Education. Appendixes are printed on colored paper.

Pub Type— Reports - Research (143) — Tests/
Questionnaires (160)

EDRS Price - MF91/PC03 Plus Postage.
Descriptors—"Adaptive Schavior (of Disabled),
Consumer Education, Curriculum Development,
"Daily Living Skills, Dropouts, Education Work
Relationship, Humanistic Education, Leisure Education, Longitudinal Studies, Mainstreaming,
"Mental Restardation, Normalization (Handicapped), Parent Education, Post High School
Guidance, Secondary Education, Sheltered
Workshops, "Social Adjustment, Vocational Adjustment, Vocational Rehabilitation, Work Experience Programs

Workshops, "Social Adjustment, "Vocational Adjustment, Vocational Rehabilitation, Work Experience Programs
This final report concentrates on conclusions and recommendations from a three-year longitudinal study of 48 mentally retarded adults who were graduates or dropouts from senior high schools in six rural lowa school districts during academic years 1976-1982. Using data from structured interviews, the study sought to assess social and vocational outcomes in order to consider needed curriculum and support service changes in secondary school special education programs. Among summary recommendations supported by data are the need for affective education, direct tesching of cash-credit management and leisure activities, and expanded student mainstreaming in nonacademic areas. Recognition that parenting will continue beyond graduation should be reflected in preparation programs designed specifically for parents of EMH students. A full spectrum of post-high school services such as aheltered workshops and competitive employment is recommended, as well as additional curriculum provisions that focus specifically on the post-echool adjustment phase. Additional instructional and support recommendations address such areas as consumer education, work experience and work-study support services, student participation in school activities, sex education, tax preparation, and preparing employers. Both the short and long forms of the interview; are included in appendices. (IW)

EC 210 391 ED 297 540

EC 210 3 Irwin, Marilyn, Ed. Wilcox, Barbara, Ed. Least Restrictive Environment: Commitment to Implementation. Proceedings of the Nationa Leadership Conference (Indianapolis, Indiana May 20-21, 1967). Indiana Univ. Bloomington Lett See 1.

May 20-21, 1997). Indiana Univ., Bloomington. Inst. for the Study of Developmental Disabilities. Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC. Pub Date—87 Contract—300-86-0111

Contract.—300-86-0111

Note—169p.

Available from—Institute for the Study of Developmental Disabilities, 2853 East 10th St., Bloomington, IN 47408, Attn: Library (86-90).

Pub Type—Collected Works - Proceedings (021)

Pub Type—Collected Works - Proceedings (021)

Poscriptors—Adaptive Behavior (of Disabled),

Administrator Role, Community Programs, Coperation, "Delivery Systems, Demonstration

Programs, Elementary Secondary Education,

"Mainstreaming, "Normalization (Handicapped),

Parent Role, School Districts, "Severe Disabilities

The document consists of proceedings from the

1987 Leadership Conference on the topic of least restrictive environment (LRE) for severely disabled students. Contents include the following presentations: "The OSEP (Office of Special Education Programs) Plan for LRE" (G. Thomas Bellamy); "Bringing about Integrated Community-Based Programs for Students with Severe Handicape" (Wayne Sailor); "Quality Indicators of Exemplary High School Programs for Students with Severe Handicape" (Barbara Wilcox); "A Collaborative Model for LRE Statewide Implementation" (Hemys Schroeder et al.); "Peveloping District Level Support for LRE" (Harmon Baldwin et al.); "The Education of an Administrator" (Harmon Baldwin); "From a Parent's Point of View" (Cory Moore); "Blueprint for Change" (Mike Hardman); "Developing Building Support among Administrators and Student Body (Jerry Wagner et al.); "Preparing Teachers and Related Services Staff for Integration" (Robi Kronberg et al.); "Building Opportunities for After-School and Out of School Integration" (Robi Kronberg et al.); "Planning for Transition to Work and Community Life" (John Starn et al.); and "Preparing Students with Severe Intellectual Disabilities to Live, Work and Play in Integrated Settings" (Lou Brown). Results of the conference evaluation are presented in an appendix. (JW)

ED 297 541 EC 210 392

EAJ 497 541 EC 210 392 Wilcox, Barbaru And Others Effective Schools: Implications for Programs Serving High School Students with Moderate and Severe Handlicase: A Primer for Principals. Nat Jackson and Associates, Olympia, WA; Oregon Univ., Eugene; Washington Office of the State Superintendent of Public Instruction, Olympia.

State Supermission of Education, Washington, DC.

Spons Agency—Department of Education, Washington, DC.

Pub Date—Jul 87

Note—81p.; Paper presented at the Annual Conference of the Association for Persons with Severe Handicaps (14th, Chicago, IL, October 29-30, 1987).

ence of the Association for Persons with Severe Handicaps (14th, Chicago, IL, October 29-30, 1987).

Pub Type— Guides - Non-Clasuroom (055)
EDBS Price - MF01/PC04 Plus Postage.
Descriptors—Academic Achievement, Check Lists, Clasuroom Environment, "Delivery Systems, Demonstration Programs, High Schools, Individualized Education Programs, High Schools, Individualized Education Programs, Bright Schools, Individualized Education Programs, Program Development, "Program Effectiveness, Program Evaluation, "School Effectiveness, "Severe Disabilities, Vocational Rehabilitation
The text provides information to secondary school principals to assist them in designing and maintaining effective educational programs for severely handicapped high school students, including those who are labeled moderately or severely retarded, multiply handicapped, or autistic. A model of effective program characteristics is followed by a review of indicators of effective schools and their implications for programs serving students with severe handicaps. A classroom observation checkist provides a basis for formulating program or classroom goals in the following areas: individualized education programs (Elsp), staff and student schaduling, data collection on student performance, age appropristesses of classroom environment, instructional methods in school and community settings, student work placements, peer tutors, transition planning, and amount of instructional time. Succeeding sections offer a list of practical administrative decisions which can improve the school environment for severely disabled students, as well as a comprehensive list of critical accomplishments for use in generating professional development goals in such areas as management of classroom tasks and resources, supported employment, and integration of students in school and community. Finally, asswers to common questions about the implementation of an integrated community-based program model are followed by reprints of selected articles and a brief biblingraphy. (IW)

ED 297 542 EC 210 393 Brown, Marilyn A.

Applying the S.O.I. Model to Curriculum Develop-

mest.
Pub Date—Feb 88
Note—15p.; Paper presented at the Annual Confeence of the California Association for the Gift (26th, Santa Clars, CA, February 5-7, 1988).

Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150) EDRS Price - MP01/PC01 Plus Postage.

Specches/Meeting rapers (130)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cognitive Development, "Cognitive Processes, Critical Thinking, "Curriculum Development, Divergent Thinking, Elementary Secondary Education, "Ciffied, Learning Processes, Models, Problem Solving, "Teaching Methods Identifiers—"Structure of Intellect
The article discusses the use of the Structure of Intellect (SOI) model as a basis for developing thinking abilities in a variety of curriculum areas: (1) the integration of subject matter areas and SOI operations; (2) thematic lessons that sequence specificells of the SOI model; (3) directed teaching lessons to develop student awareness of their own thinking processes; (4) strategies that foster student attitudes conducive to the use of divergent thinking; and (5) application of SOI-based thinking abilities to problem solving. Sample curriculum activities are included as illustrations. (Author/JW)

ED 297 543

Schell, Robert E. And Others
Development of Language Behavior in an Autistic
Child. EC 210 394

Caid.
Pub Date—Feb 67
Note—16p.; For related document, see EC 210 395.
Journal Cit—Journal of Speech and Hearing Disorders; v32 nl Feb 1967

Journal Cli—Journal of Speech and Hearing Disorders; v32 n1 Feb 1967
Pub Type—Reports - Descriptive (141) — Journal
Articles (080)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Autism, "Behavior Change, "Behavior Modification, Case Studies, Expressive Language, "Interprensonal Competence,
"Intervention, "Language Acquisition, Receptive
Language, Social Development, Young Children
The monograph describes a systematic attempt to
develop language behavior in a nonverbal autistic
4.5-year-old boy who was essentially unresponsive
to environmental stimuli of any kind. The 45-session intervention focused on teaching him to attend,
increasing his responsiveness to people, effecting
discriminative responses to a variety of controlled
auditory and visual stimuli, increasing the extent
and rate of his vocal and nonvocal behavior, and
increasing the control of his behavior by verbal commands. Principles of behavior modification were
used in such activities as "lickling," various games
in which the child's verbalizations maintain the setion, and responding to his name and simple commands. The intervention resulted in an increase in
the frequency and variety of his verbal and noneverable behavior; his behavior is more under appropriate
stimulus control; and people are more frequently
sources of discriminative and reinforcing stimuli for
him. He laughs, makes some sounds similar to those
of others, responds to his name, pays attention, does
simple tasks, and is generally more alert and responsive. (DB)

ED 297 544

Stark, Joel And Others
Increasing Verbal Behavior in an Autistic Child.
Pub Date—Feb 68
Note—9p.; For related document, see EC 210 394.
Journal Cit.—Journal of Speech and Hearing Disorders; v33 a1 Feb 1968
Pub Type—Reports - Descriptive (141) — Journal Articles (980)
EDRS Price - MF91/PCit Plus Postage.
Descriptors—Autism, "Behavior Change, "Behavior Modification, Case Studies, Compliance (Psychology), Expressive Language, "Interpersonal Competence, "Intervention, "Language Acquisition, Receptive Language, Social Development, Young Children
The article describes language development techniques used with a 5-year-old autistic boy to increase his verbal behavior. Intervention consisted of 1.5 hour seasions four times a week over an 8-month period. The intervention focused on increasing non-vocal imitation, vocal imitation, vocal imitation, voral imitation, and verbal discrimination. Development of nonvocal intervention Competed through shaping and immediate reinforcement. Verbal labeling, and verbal discrimination. Development of nonvocal imitation required physical guidance and immediate rewards. Then vocal imitation of sounds in gradually increasing complexity was encouraged through shaping and immediate reinforcement. Verbal labeling began with responding to symbols and pictures progressing to labeling with a sound an object or person. The child learned to label about a dozen pictures and objects. Verbal discrimination was developed by having the child respond appropriately to a variety of commands differing in the object to be obtained or placed. After the intervention the

child was able to imitate words with up to four pho nemes, to copy letters and figures, and to follow more complex verbal commands. (DB)

ED 297 545 EC 210 396

ED 277 345
Vanderheiden, Gregg C.
Accessible Computers from the Box.
Wisconsin Univ., Madison. Trace Center.
Spons Agency—National Inst. on Disability and
Rehabilitation Research (ED/OSERS), Washing-

ton, DC. Pub Date—87 Grant—G008300045

ton, DC.
Pub Date—87
Grant—G00830045
Note—15p; A product of the Trace Research and
Development Center on Communication, Control, and Computer Access for Handicapped Individuals. Print in charts is small.
Available from—Trace Center, University of Wisconsin-Madison, Waiman Center, 1500 Highland Ave., Madison, WI 53705-2280 (31.25).
Pub Type—Speeches/Meeting Papers (150) —
Guides - Non-Classroom (055)
EDRS Price - MP01 Plus Postage. PC Not Available from EDRS.
Descriptors—"Assistive Devices (for Disabled),
"Computers, Computer Software, "Design Requirements, "Disabilities, "Electronic Equipment,
Input Output Devices, Microcomputers, Rehabilitation

faput Output Devices, Microcomputers, Rehabilitation
The paper briefly discusses the design of computers to allow their use by the 20% of the American population who have reduced abilities in such areas as manipulation, vision, hearing, and cognition. The role of manufacturers of standard computers in increasing computer accessibility is one of providing computers that can be used by an increasing number of individuals as well as providing the special "hooks" that special rehabilitation developers need in order to create and connect special adaptations for individuals with more severe handicaps. Specific problem areas and suggested solutions are offered for persons with movement disabilities, visual impairments, hearing impairments, and cognitive impairments. Mechanisms for making computers more accessible are grouped into five types in two categories: first, features to allow access and use of public or shared computers and second, features to facilitate use of personally owned or controlled computers. Tables provide a listing of software, operating system, and hardware modifications to improve input accessibility, output (display accessibility, and controls, media and documentation accessibility, and controls, media and documentation facilitation. Modifications are listed in terms of the problem, examples, design recommendations, and design examples, design recommendations, and design examples. (DB)

ED 297 546

FC 210 397

Vanderheiden, Gregg C.

Issues in Planning a State-Wide Technology Service Delivery Program for Special Education.

Wisconsin Univ., Madison. Trace Center.

Spons Agency—National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washing-

ton, DC.

ton, DC.
Pub Date—87
Grant—G00830045
Note—17p.; A product of the Trace Research and Development Center on Communication, Control, and Computer Access for Handicapped Individuals.

trol, and Computer Access for Handicapped Individuals.

Available from—Trace Center, University of Wisconsin-Madison, Waisman Center, 1500 Highland Ave., Madison, W153705-2230 (51.85).

Pub Type—Reports - Descriptive (141) — Guides

Non-Classroom (055)

EDRS Price - MF91/PC01 Plus Postage.

Descriptors—Asasitive Devices (for Disabled),

\*\*Delivery Systems, \*\*Disabilities, \*\*Educational Technology, Electromechanical Aids, Elementary Secondary Education, Financial Support, \*\*Information Networks, Microcomputers, Needs

Assessment, Program Development, Program Evaluation, Rural Areas, \*\*Special Education, State Programs

This paper focuses on issues in the development of a technology support program for special education, particularly directed toward states with small, wide-spread populations. A three-level approach is suggested, with concentrated central expertise, regional resource points, and a network of individuals at the local level. The technology involved takes many forms, including special therapeutic technology, personal assistive devices which facilitate education, and special adaptations to regular education technology. Personal assistive devices which facilitate education, and special adaptations to regular education technology. The

program should provide support in the following areas: summative information, integrative information, specialized evaluation teams, training, equipment demonstrations, low-technology and high-technology approaches, an equipment loan tion, specialized evaluation teams, training, equipment demonstrations, low-technology and high-technology approaches, an equipment loan program, and a software library. Other factors to consider in designing the support program are: the special needs of rural areas, an ongoing needs analysis process, ongoing program evaluation activities, links with existing resources, and possible sources of funding. The steps in planning a state-wide technology service delivery program are outlined. (JDD)

ED 297 547 EC 210 399 ED 297 547
Master Directory: Research Projects Currently
Funded by U.S. Department of Education, Office
of Special Education and Rehabilitative Services,
Office of Special Education Programs, Division
of Innovation and Development. Update.
ERIC Clearinghouse on Handicapped and Gifted
Children, Reston, Va.

Children, Reston, Va.

Spons Agency—Office of Educational Research
and Improvement (ED), Washington, DC; Office
of Special Education and Rehabilitative Services
(ED), Washington, DC. Div. of Innovation and
Development.

Pub Date—Mar 88

Pub Date—Mar 88
Note—S7p.; A product of the ERIC/OSEP Special Project on Interagency Information Dissemination. Print is light and may not reproduce well. Available from—ERIC/OSEP Special Project, Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091 (35.00 prepaid). Pub Type—Reference Materials - Directories/Catalogs (132) — Information Analyses - ERIC Information Analysis Products (071): EDRS Price - MF91/PC03 Plus Postage. Descriptors—Disabilities, "Educational Innovation, "Educational Research, Educational Technology, Elementary Secondary Education, "Federal Aid, Financial Support, Grants, "Research Projects, "Special Education, Transitional Programs

"Federal Aid, Financial Support, Grants, "Research Projects, "Special Education, Transitional Programs Identifiers—"Office of Special Education
This directory provides basic information on all research projects receiving funding, as of December 1947, from the Division of Innovation and Development, Office of Special Education Programs, U.S. Department of Education. The projects included are the field-initiated and student-initiated grants, most of the directed competitions, and the secondary transition and technology grants. The projects deal with the topics of assessment, individualized education programs, instruction, language, least restrictive environment, nonvocal communication, parents, personal characteristics, pupil outcomes, service delivery systems, social skills, subject mater, teacher training, technology, and vocational education and transition. The directory is organized by the names of the principal investigators of the projects and each listing includes project title, organization name, address, telephone number, and endig date. (JDD)

ED 297 548

EC 210 400

ED 27 3-90
Lee, William W.
Microcomputer Evaluation and Production Guide-lines for Students with Learning Disabilities: Two Studies.

Microcomputer Evaluation and Production Guidelines for Students with Learning Disabilities:
Two Studies.
Pub Date—17 Oct 87
Note—39p.; Paper presented at the Annual International Conference on Learning Disabilities (San
Diego, CA, October 17, 1987).
Pub Type—Guides - Non-Classroom (055) —
Speeches/Meeting Papers (150) — Tests/Questionnaires (160)
EDRS Price - MPBI/PC02 Plus Postage.
Descriptors—\*Compute: Assisted Instruction,
\*Courseware, Elementary Secondary Education,
Cuidelines, \*Instructional Material Evaluation,
\*Learning Disabilities, Mastery Learning. \*Microcomputers, Readability, Standards,
The two studies established an empirically derived set of guidelines for producing and evaluating
microcomputer courseware for students with learning disabilities. About 100 teachers of learning dissabied students in Pennsylvania and Virginia
participated in field testing the guidelines. The first
study was conducted in four steps: first, development and validation of the instrument; second, esstablishment of internster agreement on one piece of
courseware; third, rank ordering by teachers of the
importance of criteria on the instrument; and fourth,
use of the instrument to rate four pieces of courseware. Study 2 duplicated the third step of the
original study with different teachers. The conclu-

sions of the study established nine essential criteria for evaluating and producing software: (1) directions the students must read should be simple; (2) alternate means of presenting the same concept must be provided; (3) the screen must be unclutered; (4) minimal keyboard skills should be necessary; (5) feedback regarding correctness or incorrectness must be provided; (6) adequate opportunity to review concepts must be provided; (7) very basic skills that non-handicapped students would learn incidentally must be taught; (8) prompts to keep students moving through the program must be provided; and (9) the courseware must aim for mastery learning. The questionnaire and tables are appended. (Author/DB)

ED 297 549

Academic Learning Time. Abstract I: Research & Resources on Special Education.

ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Div. of Innovation and Development.

Pub Date—Jul 85

Contract—400-84-0010

Note—3n. For original report on which this ex-

Contract—400-84-0010
Note—3p.; For original report on which this extended abstract is based, see ED 254 030.
Available from—ERIC/OSEP Special Project on Interagency Information Dissemination, Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091 (free).

Park Type. Book (Project Registers (072))

Reston, VA 22091 (free).
Pub Type—Book/Product Reviews (072)
EDRS Price - McF01/PC01 Plus Postage.
Descriptors—"Academic Achievement, Attention,
Classroom Techniques, Delivery Systems, Elementary Education, "Emotional Disabilities,
Clasming Disabilities, Learning Strategies,
Mathematics Achievement, Mild Disabilities,
"Mild Mental Retardation, Reading Achievement, Student Behavior, "Teaching Methods,
"Time or Task"

"Mild Mental Retardation, Reading Achievement, Student Behavior, "Teaching Methods, "Time on Task Identifiers—"Direct Instruction

A federally funded research project investigated the relationship between academic learning time (ALT) and achievement of 43 educable mentally retarded, emotionally disturbed, and learning-disabled students, aged 7-13, in grades 1-5. The project's final report, titled "An Analysis of the Impact of Instructional Time within Different Service Delivery Systems on the Academic Achievement of Mildly Handicapped Children," is briefly summarized in this one-page abstract. The relationship of ALT to student achievement in reading and mathematics was examined; specific strategies were sugested to increase the students 'ALT; and teachers' subsequent use of the strategies was evaluated in terms of success in increasing ALT and academic achievement. Results showed, among other findings, that when direct instruction is provided, students are much more likely to be exhibiting on-task behaviors, and that direct instruction speared to occur with the greatest frequency in resource room settings. A teacher's manual developed by the project suggests specific strategies to increase ALT and student achievement, such as increasing student attention to academic tasks, and providing more academic activities in which students experience high task success. Policy implications include options such as reallocating the time for various classroom activities and lengthening the school day or year. (JDD) year. (JDD)

EIJ 297 550
EC 210 602
Finance Formula, Abstract II: Research & Resources on Special Education.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.
Div. of Innovation and Development.
Pub Date—Sep 85
Contract—400-84-0010
Note—3p.; For the original

Contract—400-84-0010
Note—3p.; For the original report on which this extended abstract is based, see ED 234 035.
Available from—ERIC/OSEP Special Project, Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091 (free).
Pub Type—Book-Product Reviews (072)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—Administration, "Disabilities, "Educational Finance, Elementary Secondary Education, Equal Education, "Financial Support, "Full State Funding, Grants, "Special Education Identifiers—"Funding, Formulas
This one-page abstract summarizes results of a

final report of a federally funded project titled, "An Analysis of State Special Education Finance Formulas." Five major types of formulas were identified: flat grant, minimum foundation program, percentage equalizing, percentage matching, and full state funding of the excess cost of special education. Formula types were evaluated according to the criteria of equity, administrative efficiency, adequacy, objectivity, and flexibility. Findings indicated: the flat grant formula appears to be efficient and objective but has few advantages for the special education program unless funded at a high level; the minimum foundation program is advantageous from a general education perspective but is not sufficiently sensitive, nor provides enough flexibility nor meets the needs of smaller districts; the percentage equalizing formula has the potential for overcoming problems of the minimum foundation program if cost based and funded at a substantial state percentage; the percentage matching formula can provide flexibility, variation with need and price, and neutrality toward placement though low-fiscal capacity local agencies may be disadvantaged; and full state funding of the excess cost of special education is the most advantageous formula for special education is the most advantageous formula for special education; but may not be politically or fiscally feasible. (DB)

ED 297 551 EC 210 603

ED 297 551

Least Restrictive Environment. Abstract Ill: Research & Resources on Special Education.

American Association of School Administrators, Arlington, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.; National Association of State Boards of Education, Alexandria, Va.; National Conference of State Legislatures, Washington, D.C.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.

Pub Date—Dec 85

Contract—400-84-0010

Note—3p.; For the original report on which this

Div. of Innovation and Development.
Pub Date—Dec 85
Contract—400-84-0010
Note—3p.; For the original report on which this
extended abstract is based, see ED 254 036.
Available from—ERIC/OSEP Special Project on
Interagency Information Dissemination, Council
on Exceptional Children, 1920 Association Dr.,
Reston, VA 22091 (free).
Pub Type—Book/Product Reviews (072)
EDRS Price -MF91/PC01 Plus Pestage.
Descriptors—Academic Achievement, Civil Liberties, Classroom Environment, Definitions, "Dissabilities, Educational Legislation," Educational
Trends, Instructional Design, instructional Effectiveness, Interpersonal Competence, "Mainstreaming, Peer Acceptance, Special Classes
This one-page abstract summarizes results of a
final report of a federally funded research project
titled, "Research Integration Project: Analysis and
Review of Research on Least Restrictive Environments for Handicapped Learners." The goal of the
project was the review, analysis, and interpretation
of research on the concept of "least restrictive enviromment." The paper defines the term and examines
the legal and legislative background which is based
on the assumption that removal from the regular
classroom setting potentially abrogates a student's
rights. Results of evaluation of various administrarive arrangements indicate that differences between
regular and self-contained special education classroom environments are not typically as large as differences in classroom characteristics such as
curriculum, teacher-student ratio, and teacher qualifications. The project also reviewed those variables
related to the design of instruction and the educarelated to the design of instruction and the cducservice and impact on student achievement and occial outcomes. It
is concluded that the amount of time a student is
integrated is but one variable which may, or may
not, have an impact on student achievement and/or
social growth. (DB)

ED 297 552
Instructional Practices. Abstract IV: Research & Resources on Special Education.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.
Div. of Innovation and Development.
Pub Date—Apr 86
Contract—400-84-0010
Note—3p.
Available from—ERIC/OSEP Special Project on Interagency Information Dissemination, Council on Exceptional Children, 1920 Association Dr., Reston, VA 22091 (free).

Pub Type— Book/Product Reviews (072)
EDRS Price - MPDI/PCDI Plus Pessage.
Descriptors—"Academic Achievement. "Disabilities, Elementary Secondary Education, "Evaluation Methods, Inservice Teacher Education, Outcomes of Education, Reading Achievement, Special Education Reaction Reaction Identifiers—"Curriculum Based Assessment, "Data Based Program Modification
An extended abstract is provided for a major article titled "The Effects of Prequent Curriculum-Based Measurement and Evaluation on Pedagogy, Student Achievement, and Student Awareness of Learning" is described. The article summarizes research on the educational effects of data-based program modification (DBPM). Thirty-nine special education teachers volunteered to participate in an inservice training project, and were assigned to an experimental group which was taught DBPM procedures or a contrast group which was taught BPM procedures or a contrast group which was taught BPM-procedures or a contrast group which was taught general Individualized Education Frogram goals for three or four special education students. Analysis of results indicated that students whose teachers used the DBPM ongoing measurement and evaluation system had higher reading achievement than students in the contrast group and were more knowledgeable about their own learning than other pupils. In addition, the DBPM teachers appeared to be more realistic about and responsive to student progress. (JDD)

Self-Management for Severely Handicapped Persons in Integrated Job Settings. Abstract V: Research & Resources on Special Education.

ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.

Pub Date—Apr 87

Contract—400-84-0010

Note—3p.; For the original extended.

Div. of Innovation and Development.
Pub Daise—Apr 87
Contract—400-84-0010
Note—3p.; For the original report on which this extended abstract is based, see ED 270 961.
Available from—ERIC/OSEP Special Project on Interagency Information Dissemination, Council on Exceptional Children, 1920 Association Dr., Reston, VA 22091 (free).
Pub Type—Book/Product Reviews (072)
EDRS Price - MFeL/POBI Plus Pestage.
Descriptors—"Feedback, "Job Performance, Moderate Mental Retardation, "Performance Factors, "Productivity, "Self Evaluation (Individuals), "Severe Mental Retardation, Young Adults Identifiers—Supported Work Programs
This one-page abstract summarizes the final report of a federally funded project titled, "Maintaining the Work Rate of Youth with Severe Handicaps." The study evaluated the effects of two self-management techniques, self-monitoring and self-solicitation of feedback with seven 1820-year-old severely and moderately retarded yout over a 5-month period. Self-monitoring involved counting and recording the number of work units completed during each time period. Self-monitoring only and then discussing the chart with a trainer. Self-monitoring alone improved productivity for some workers on some tasks, but some workers and the discussing the chart with a trainer. Self-monitoring alone improved productivity for some workers on some tasks, but some workers and the discussing the chart with a trainer. Self-monitoring alone improved productivity for some workers on some tasks, but some workers and securated standard and then discussing the chart with a trainer. Self-monitoring only, Results demonstrated: that severely retarded workers and securated workers and securate

ED 297 554 EC 210 606 ED 277 504
Early Childhood identification of Handicapped or
"At Risk" Children. Aberact VI: Research &
Resources on Special Education.
ERIC Clearinghouse on Handicapped and Gifted
Children, Reston, Va.
Spons Agency—Office of Special Education and

Rehabilitative Services (ED), Washington, DC.
Div. of Innovation and Development.
Pub Date—Apr 87
Contract—400-84-0010
Note—3p.; For the original report on which this extended abstract is based, see ED 277 164.
Available from—ERIC/OSEP Special Project on Interagency Information Dissemination, Council on Exceptional Children, 1920 Association Dr., Reston, VA 22091 (free).
Pub Type—Book/Product Reviews (072)
EDRS Price - MF01/PC91 Plus Postage.
Descriptors—"Disabilities, Early Childhood Education, Evaluation Methods, "Handicap Identification, "High Risk Persons, Longitudinal Studies, "Predictive Validity," Screening Tests, Student Evaluation Identifiers—"Early Identification, "Miller Assessment for Preschoolers

Evaluation
Identifiers—"Early Identification, "Miller Assessment for Preschoolers
This one-page abstract summarizes "The Miller
Assessment for Preschoolers: A Longitudinal and
Predictive Study" by Lucy Miller, which examined
the predictive validity of an early childhood screening instrument to identify children who have or are
at risk of developing handicapping conditions. The
Miller Assessment for Preschoolers (MAP) is individually administered to children from ages 2 years
9 months to 5 years 8 months. Twenty-seven items
are categorized into five subtests: Foundations Index, Coordination Index, Verbai Index, Nonverbal
Index, and Complex Tasks Index. The MAP was
standardized using a national sample of 1,204 preschool children; 338 of those children participated
in the predictive validity study 4 years later. The
results of the study support the use of the MAP in
classifying children as "at risk" for school problems
during their preschool years. Described are the
study's sampling procedures, research method, and
results. (JDD)

ED 297 555 EC 210 607

ED 297 555

EC 210 607

Minimum Competency Testing and Employability of Learning Disabled Adolescents. Abstract VII: Research & Researces on Special Education.

ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va. Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.

Pub Date—Apr 87

Contract—400-84-0010

Note—3p; For the original report on which this extended abstract is based, see ED 278 208.

Available from—ERIC/OSEP Special Project on Interagency Information Dissemination, Council on Exceptional Children, 1920 Association Dr., Reston, VA 22091 (free).

Pub Type—Book/Produc Reviews (072)

EDRS Price - MF91/PC01 Plus Postage.

Descriptors—Academic Standards, \*Basic Skills, Communication Skills, Comparative Analysis, \*Employer Attitudes, Graduation, High Schools, 3-lob Skills, \*Learning Disabilities, Mathematics Skills, \*Learning Disabilities, Mathematics Skills, State Standards, State Student Assessible militaring Skills State Standards, State Student Assessible militaring—\*Florida, Florida State Student Assessible military—\*Florida, Florida State Student Assessible military and produced for the control of the con

rs-\*Florida, Florida State Student Assess-

Skills Identifiers—\*Plorida, Florida State Student Assessment Test
Bob Algozzine et al. studied Florida's minimum competency testing as a requirement for high school graduation and wrote a report titled "Analysis of Basic Skill Competencies of Learning Disabled Adolescents," from which this one-page summary was prepared. The study sample included 938 regular class students and 1,098 learning-disabled students, all in 10th grade. Their performance scores on item clusters on the State Student Assessment Test II were analyzed and compared, and results showed that learning-disabled students demonstrated competence on fewer communications and mathematics skills than their regular class peers in addition, an employer survey was administered to 279 corporation personnel managers. Ninety-two percent of employers indicated that reading, writing, and solving number problems, in that order, were important in the jobs available for high-school graduates. The study's teaching implications support continued reliance on basic skill instruction and development of instructional goals for more complex skills deemed useful by employers. For policymakers, continued emphasis on programming to narrow the gap between the demonstrated skills of learning-disabled students and their regular class peers is recommended. (JDD)

ED 207 556

EC 210 608

Post-School Status of Learning Disabled Students.
Abstract VIII: Research & Resources on Special

Austract VIII: Research & Resources on Special Education.

ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Div. of Innovation and Development.

Pub Date—Apr 87

Contract—400-84-0010

Note—In. For the optimized the contract of the contract

Div. of Innovation and Development. Pub Date—Apr 87
Contract—400-84-0010
Note—3p: For the original report on which that extended abstract is based, see ED 253 029.
Available from—ERIC/OSEP Special Project on Interagency Information Dissemination, Council on Exceptional Children, 1920 Association Dr., Reston, VA 22091 (free).
Pub Type—Book/Product Reviews (072)
EDRS Price - MP01/POU Plus Postage.
Descriptors—\*Coping, \*Employment Level, Followup Studies, \*Graduate Surveys, High Schools, \*Income, \*Learning Disabilities, Marriage, Special Classes, \*Student Placement
This one-page abstract summarizes the final report of a federally funded project titled, \*Post-School Status of Young Adults Identified as Learning Disabilities Programs.\* The follow-up study compared the status of 25 students diagnosed but not placed in learning disabilities classes, and 75 students placed in learning disabilities classes. All students had been out of school at least 18 months and may or may not have graduated. Results found that most of the individuals were financially independent, had little difficulty obtaining or holding jobs (though the jobs frequently yielded low incomes). Almost half had married and only 4% were divorced. Nineteen had been arrested of whom 12 had been convicted and one jailed. Only 31% had obtained education or training after high school. Sixty-eight percent reported seldom or never experiencing reading problems as adults. The total sample's dropout rate was 42% There was a clear trend for those who had not been placed in learning disabilities classes to earn more than those who had. It was hypothesized that superior coping skills charactrize the students diagnosed as learning disabile but not placed in learning disabilities classes. (DB)

ED 297 557

Adapting Instructional Materials for Mainstreamed Students. Abstract DX: Research & Resources on Special Education.

ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Div. of Innovation and Development.

Pub Date—Jun 87

Contract—400-84-0010

Note—3p.: For the original report on which this ED 297 557 BC 210 609

Div. of Innovation and Developments.

Pub Date—Jun 87
Contract—400-84-0010
Note—3p.: For the original report on which this extended abstract is based, see ED 284 383.

Available from—ERIC/OSEP Special Project on Interagency Information Dissemination, Council on Exceptional Children, 1920 Association Dr., Reston, VA 22091 (free).

Pub Type—Book/Product Reviews (072)
EDRS Price -MF01/POII Plus Postage.
Descriptors—Computer Assisted Instruction, Curriculum Development, Poisabilities, Education, Instructional Media, Elementary Secondary Education, Instructional Materials, "Mainstreaming, "Material Development, Mathematics Instruction, Media Adaptation, Microcomputers, Science Instruction, Social Studies, Student Needs, "Textbook Preparation, Textbooks Summarized is a report by Jane Burnette titled "Adapting Instructional Materials for Mainstreamed Students," which describes federally sponsored projects to develop publishable supplements and adaptations of popular textbooks for use with mainstreamed handicapped students. The modifications were made to elementary curricula in science and social studies and to secondary school curricula in science, social studies, and mathematics. The eight-step process used by the projects created a number of imaginative products to adapt the texts, including computer-based aids and instructional media such as audiocassettes, prereading organizers, framed outlines, study guides, and worksheets. These projects demonstrated that it is possible to develop materials based on widely-used textbooks that: (1) meet student and teacher needs, and (2) produce learning results for mainstreamed students comparable to those produced by the origination of the produced by the origination of the produced by the originative p

nal text for the general student population. (JDD)

Deinstitutionalization of Minors with Mental Re-tardation. Abstract X: Research & Resources on Special Education.

Deinstitutionalization of Minors with Mental Retardation. Abstract X: Research & Resources on
Special Education.

ERIC Clearinghouse on Handicapped and Gifted
Children, Reston, Vs.

Spons Agency—Office of Special Education and
Rehabilitative Services (ED), Washington, DC.
Div. of Innovation and Development.

Pub Date—Jul 87
Contract—400-84-0010

Note—3p.; For the original report on which this
extended abstract is based, see ED 274 118.

Available from—ERIC/OSEP Special Project on
Interagency Information Dissemination, Council
on Exceptional Children, 1920 Association Dr.,
Reston, VA 22091 (free).

Pub Type—Book/Product Reviews (072)

EDRS Price - MF01/PC81 Plus Postage.
Descriptora—Community Programs, Daily Living
Skills, \*Deinstitutionalization (of Disabled), Elementaly Secondary Education, Group Home,
\*Pilacement, \*Residential Programs, \*Severe
Mental Retardation. Special Education, Vocational Education.

\*Placement, \*Residential Programs, \*Severe Mental Retardation, Special Education, Vocational Education, Vocational Education, Vocational Education, Vocational Education, Vocational Fablucation Identifiers—Laconia State School NH The brief paper summarizes the final report of a federally funded project titled, "Ramps Are Not Enough: The Movement of Children with Mental Retardation from Institutional to Community-Based Care." The follow-up study of former residents (N=178) of New Hampshire's Laconia State School included an examination of residential and educational consequences of deinstitutionalization, four in-depth case studies, and an effort to trace the chronological relationship between federal and state policy and budgetary changes and the community living experiences of subjects. Among results were the following: on leaving the school, most residents returned to natural families, foster, or group homes; although ex-residents tended to stay in community placements an average of 3 to 4 years, almost half of the placements lasted less than 1 year and almost one-third of the subjects returned to the state school; although most children were originally placed in self-contained classrooms or schools many were later changed to less restrictive placements; about one-half of the sample changed education was received by relatively few children; and training in daily living skills or self-help skills was provided to most of the sample. (DB)

ED 297 559

BC 211 294

The Status of Handicapped Children in Head Start

Programs: Fourteenth Annual Report of the U.S.

Department of Health and Human Services to

the Congress of the United States on Services

Provided to Handicapped Children in Project

Head Start.

Administration for Children, Youth, and Families

Provided to Handicapped Children in Project Head Start. Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau. Pub Date—87 Note—50p.
Pub Type— Reports - Descriptive (141) — Legal/Legislative/Regulatory Materials (090) EDRS Price - MP01/PC02 Plus Postage. Descriptors—"Compliance (Legal), Definitions, "Brisibilities, "Eligibility, "Enrollment Trends, Handicap Identification, "Incidence, "Mainstreaming, Preschool Education, Trend Analysis Identifiers—"Project Head Start
The annual report on the status of handicapped children in Head Start programs during 1985-86 provides background information, statistical data, and analysis. The mandate that 10% of enrollment eavailable for handicapped children was met by all states except Alaska and the District of Columbia, the Virgin Islands, American Samoa, and the Migrant programs. Overall, 12.5% (a slight increase) of enrollment was of children with professionally diagnosed handicaps. Only 15 of 1,881 Head Start programs reported serving no handicapped children coulder number of handicapped children served increased to 64,994; 92.% of all Head Start programs had enrolled at least one handicapped children served increased to 64,994; 99.2% of all Head Start programs had enrolled at least one handicapped children enrolled had multiple handicapped children usually due to lack of vacancies or not meeting the age requirements; that 18.5% of the handicapped children enrolled had multiple handicapping conditions; and that categorization by primary handicapping conditions of the programs reported decided impaired, 5.5% specific RIE JAN 1989

learning disabled, 5.1% physically handicapped, 5.1% mentally retarded, 4.7% seriously emotionally disturbed, 2.8% hearing impaired, and 2.1% visually impaired. Appendixes provide (1) the diagnostic criteria for reporting handicapped children; (2) Resource Access Project Network addresses; and (3) survey results by state or geographic entity. (DB)

## FI.

ED 297 560 FL 016 113

Villegas, Ana Maria Stability of Instructional System and Process for a Sample of Ten Bilingual Teachers in the SBIF Sample of Ten Bilingual Teachers in Study.

Study.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—National Inst. of Education (ED),
Washington, DC.

Report No.—SBIF-83-R.13

Pub Date—Aug 83

Contract—400-80-0026

Note—305p; For related documents, see FL 016

114-120.

Contract—400-80-0026

Note—305p., For related documents, see FL 016

114-120.

Pub Type— Reports - Research (143)

EDRS Price - MF61/PC13 Plas Postage.

Descriptors—"Bilingual Education, Bilingual Teachers, Class Organization, Classroom Communication, "Classroom Environment, "Classroom Techniques, Cultural Education, Education, Education, Education, Education, Education, Education, Editucation, Seheduling, Self Concept, "Teacher Behavior," Teaching Styles, Trend Analysis As part of a larger study of significant bilingual instructional education features, the stability of instruction were investigated: instructional organization, time allocation, active teaching, use of the students' native or English language and culture, curriculum intent, and the teacher's sense of efficacy. Ten case studies and analysis across cases revealed that (1) teachers were least consistent in their organization of learning activities, possibly due in part to changes of district policy and teaching assignment; (2) the trend was toward more instruction in reading and language arts; (3) teachers' use of English language materials decreased during a portion of the study; (4) teachers increased use of English and decreased use of the students' native language; (6) the teachers' pattern of language alternation was fairly stable; (7) teachers increased use of English, allocated more instructional time to reading and language arts, and decreased use of the students' native language; (6) the teachers' pattern of language anternation was fairly stable; (7) teachers used to ostensis la

ED 297 561 FL 016 114

ED 297 561 FL 016 114
Tikunoff, William J.
An Emerging Description of Successful Billingual
Instruction: Executive Summary of Part I of the
SBIF Standy.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency—National Inst. of Education (ED),
Washington, DC.
Report No.—SBIF-81-R.7
Pub Date—83
Contract—400-80-0026
Note—34p.; For related documents, see FL 016
113-120.
Pub Type— Reports - Research (143)

Note—Sap.; For Feated colcuments, see Fl. Old 113-120.

Pub Type—Reports - Research (143)
EDRS Price - MF91/PC02 Plus Postage.
Descriptors—Basic Skills, 'Bilingual Education, Bilingual Education Programs, Classroom Communication, 'Classroom Environment, 'Classroom Techniques, Cubans, Cultural Awareness, Educational Assessment, Elementary Secondary Educational Assessment, Elementary Secondary Education, English (Second Language), Ethnic Groups, Hispanic Americans, 'Language of Instruction, Limited English Speaking, Mexican Americans, 'Program Effectiveness, Program Evaluation, Puerto Ricans, Scheduling, Student Participation, Teacher Characteristics, Teacher Influence, 'Teaching Styles Identifiers—Chinese People, Navajo (Nation)

The Significant Bilingual Instructional Features

(SBIP) descriptive study identified, described, and verified important features of bilingual education for instuction of limited English proficient students. Part I involved the study of 58 classrooms and 232 students, grade K-12, at six diverse sites representing a variety of ethnolinguisitic (Mexican, Puerto Rican, Cuban, Cantonese, and Navajo) and multilinguistic groups. The classrooms were nominated for their success as settings for bilingual instruction. A variety of qualitative and quantitative procedures were used to collect data on instructional organization, time allocation, teacher characteristics, classroom language use, students' scademic learning time, and student participation styles. The investigation indicated that the nominated classrooms were characterized by (1) congruence of instructional intent, (2) use of active teaching behaviors, (3) use of the students' native language and English for instruction, (4) integration of English language development with basic skills development, and (5) use of information from the students' home culture. (MSE)

ED 297 562
FL 016 115
Fisher, Charles W. Guthrie, Larry F.
The Significant Bilingual Instructional Features
Study, Executive Summary.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency—National Inst. of Education (ED),
Washington, DC.
Report No.—SBIF-8-3-R.14
Pub Date—Dec 83
Contract—400-80-0026
Note—249; For related documents, see FL 016
113-120.
Pub Type—Reports - Research (143)

Contract—400-80-0026
Note—249; For related documents, see FL 016
113-120.
Pub Type— Reports - Research (143)
EDRS Prics - MF01/PC01 Plus Postage.
Descriptors—Asian Americans, Basic Skills, Bilingual Education, "Bilingual Education Programs, Classroom Communication, "Classroom Environment," Classroom Echniques, Cubans, Cultural Awareness, Educational Assessment, English (Second Language), Ethnic Groups, Filipino Americans, Hispanic Americans, "Language of Instruction, Mexican Americans, "Language of Instruction, Mexican Americans, "Program Effectiveness, Program Evaluation, Puerto Ricans, Scheduling, Teacher Characteristics, Teacher Influence, "Teaching Styles, Vietnamess People Identifiers—Chinese People, Navajo (Nation)
The Significant Bilingual Instruction of a wide variety of limited English proficient students. It collected data on instructional organization, time allocation, classroom language use, active teaching behaviors, academic learning time, student participation styles, and classroom, school, and community context variables through a variety of quantitative and qualitative procedures. Part I involved the study of 58 classrooms and 232 students at six sites representing different ethnolinguistic (Mexican, Puerto Rican, Cuban, Cantonese, and Navajo) and multilinguistic groups. The classrooms were nominated for their success as settings for bilingual instruction. The instructional intent, (2) use of active teaching behaviors, (3) use of the study include (1) congruence of instructional intent, (2) use of active teaching behaviors, (3) use of the students' native language and English for instruction, (4) integration of English language development with basic skills development, and (5) use of information from the students' home culture. Part II of the study verified the prevalence of those features in a second sample of 39 classrooms and 356 students at eight sites, including new sites representing Filipino, Victanmese, and Hispanic ethnolinguistic groups. (MSE) new sites representing Filipino, Vietnan Hispanic ethnolinguistic groups. (MSE)

ED 297 563 Tikunoff, Willi FL 016 116 EIJ 27 363 Pt. 016 116
Tikunoff, William J.
Utility of the SBIF Features for the Instruction of
LEP Students.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency—National Inst. of Education (ED),
Washington, DC.
Report No.—SBIF-83-R.15/16
Pub Date—Sep 83
Contract—400-80-0026
Note—71p.; For related documents, see FL 016
113-120.

113-120.

113-120.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Basic Skills, \*Bilingual Education,
Classroom Communication, \*Classroom Environment, \*Classroom Techniques, Cultural Aware-

mess, Educational Assessment, Educational Policy, English (Second Language), "Language of Instruction, Limited English Speaking, "Program Effectiveness, Program Evaluation, Scheduling, Studest Participation, Teacher Characteristics," Teaching Styles, Testing
The Significant Bilingual Instructional Features (SBIF) study identified, described, and verified features of bilingual instruction of a wide variety of limited English proficient (LEP) students. It collected data on instructional organization, time allocation, classaroom language use, active teaching behaviors, scademic learning time, student participation styles, and classroom, school, and community context variables through a variety of quantitative and qualitative procedures. This document reports on a study segment verifying the utility of the initial findings for practitioners: (1) for impreving instructional programs, and (3) for siding various ethnolinguistic groups. Verification was carried out through meetings with teachers of LEP students, teacher educators, administrators of bilingual instruction of LEP students. The participating practitioners indicated that the framework for bilingual instruction developed in the study was a potentially useful tool for conceptualizing, observing, analyzing, and evaluating instruction. They also saw two areas for change in school district policies regarding bilingual education: discouragement of language alternation and over-frequent testing. (MSE)

FL 016 117 ED 297 564

ED 297 564

FL 016 117
Tikunoff, William J., Ed.
Compatibility of the SBIF Features with Other
Resourch on Instruction for LEP Students.
Par West Lab, for Educational Research and Development, San Francisco, Calif.
Spons Agency—National Inst. of Education (ED),
Washington, DC.
Report No.—SBIF-83-R.9/10
Pub Date—Sep 83
Contract—400-80-0026
Note—145p., For related documents, see FI. 016

Note-145p.; For related documents, see Fl. 016

Contract—440-80-0026

113-120.
Pub Type—Reports - Research (143)
EDRS Price - MP01/PC06 Plus Postage.
Descriptors—Basic Skills, "Bilingual Education, Classroom Communication, "Classroom Environment, "Classroom Techniques, Cultural Awareness, English (Second Language), "Language of Instruction, Language Proficiency, Limited English Second Language, "Language of Instruction, Language Proficiency, Limited English Second English Student Participation, Teacher Characteristics, Teacher Education, "Teacher Effectiveness, Teacher Student Relationship, "Teaching Styles
The Significant Bilingual Instructional Features (SBIF) study identified, described, and verified features of bilingual instruction of a wide variety of limited English proficient (LEP) students. It collected data on instructional organization, time allocation, classroom language use, active teaching behaviors, academic learning time, student participation styles, and classroom, school, and community context variables through a variety of quantitative and qualitative procedures. This report consists of papers written by education researchers concerning the findings' compatibility with other research. They include: "Five Significant Bilingual Instructional Peatures: A Summary of Findings from Part I of the SBIF Descriptive Study" (William J. Tikunoff): "Active Teaching, Teacher Expectations, and Student Perceptions in Regular and Bilingual Castings" (Christins Bratt Paulston); "Implications of the SBIF Descriptive Study for Teacher Education" (George M. Blanco); and "Functional Language Proficiency in Context: Classroom Participation as an Interactive Process" (James Cummins). (MSE)

ED 297 565 FL 016 118 MD 297 565
FL 016 118
Fisher, Charles W. And Others
Verification of Bilingual Instructional Features.
Par West Lab. for Educational Research and Development, Sun Francisco, Calif.
Spons Agency—National Inst. of Education (ED),
Washington, DC.
Report No.—SBIF-83-R.12
Pub Dates—Sep 83
Contract—400-80-0026 -185p.; For related documents, see FL 016

113-120.

Pub Type— Reports - Research (143)
EDRS Price - MF01/PC08 Plus Pestage.
Descriptors—Basic Skills, Billingual Education, Classroom Communication, "Classroom Environment, "Classroom Techniques, Cultural Awareness, Educational Assessment, English (Second Language), "Language of Instruction, Limited English Speaking, Program Evaluation, Scheduling, Student Participation, Teacher Characteristics, "Teacher Effectiveness, Teaching Styles The Significant Bilingual Instructional Features (SBIF) study identified, described, and verified features of bilingual instruction of a wide variety of limited English proficient (LEP) students. It collected data on instructional organization, time allocation, classroom language use, active teaching behaviors, academic learning time, student participation styles, and classroom, school, and community context variables (Part II). This report describes two verification studies: (1) in two additional classrooms nominated as "successful" bilingual instructional settings but serving different ethnolinguistic groups, and (2) in other classrooms serving LEP students but not nominated as successful and not necessarily bilingual. The first study found the five instructional features identified as significant in Part I (congruence of instructional intent, use of active teaching behaviors, use of the students' native language and English for instruction, integration of English language development with basic skills development, and use of information from the students' home culture) to be significant also at the two new sites. Results for the second verification study were somewhat less conclusive. (MSE)

Guthrie, Larry F. And Others Site and Sample Descriptions. SBIF Study: Part

H.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—National Inst. of Education (ED),
Washington, DC.

Report No.—SBIF-83-R.11
Pub Date—Dec 83

Contract—400-80-0026

Note—1140 - Exception december 1400-80-0026

Note-114p.; For related documents, see FL 016 113-120.

Note—1192. For reasted documents, see FL 010
113-120.
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Asian Americans, Basic Skills, Bilingual Education, \*Bilingual Education Programs,
Classroom Communication, Classroom Environment, Classroom Techniques, Cubans, Cultural
Awareness, Educational Assessment, English
(Second Language), Ethnic Groups, Filipino
Americans, Hispanic Americans, Language of Instruction, Limited English Speaking, Mexican
Americans, Program Evaluation, Puerto Ricans,
Scheduling, \*Student Characteristics, Student
Participation, \*Teacher Attitudes, \*Teacher
Characteristics, "Teacher Education, \*Teacher
Qualifications, Teaching Styles, Vietnamese People

Characteristics, "Teacher Education, "Teacher Qualifications, Teaching Styles, Vietnamese People (Mentifiers—Chinese People, Navajo (Nation)

The Significant Bilingual Instructional Features (SBIF) study identified, described, and verified features of bilingual instruction of a wide veriety of limited English proficient (LEP) students. It collected data on instructional organization, time allocation, classroom language use, active teaching behaviors, academic learning time, student participation styles, and classroom, school, and community context variables at eight sites serving LEP students representing Mexican, Puetro Rican, Cuban, Chinese, Navajo, Filipino, and Vietnamese ethnolinguistic groups. This report presents descriptive data about the the eight sites and the students and teachers. The data include district enrollments and ethnic composition, staff and student language characteristics, community descriptions, class enrollments and proportions of LEP students, students instructional participation styles, and participating leachers' professional training and experience in general and bilingual education. Synthesis of the teacher data also revealed teacher perceptions of three aspects of bilingual education: entry/exit criteria, philosophy, and program effectiveness. The information gathered is intended as background information for analysis and reporting of the overall study and its components. (MSE)

Guthrie, Larry F. Flaher, Charles W.

Stability of Instructional System and Process for a Sample of Eighty-Five Students in the SBIF

Far West Lab. for Educational Research and Devel-

Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency—National Inst. of Education (ED),
Washington, DC.
Report No.—SBIF-83-R.13.1
Pub Date—Aug 83
Contract—400-80-0026
Note—74p.; For related documents, see FL 016
113-119.
Pub Type—Reports - Paramete (147)

Note—74p.; For related documents, see FL 016
113-119.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC33 Plus Pestage.
Descriptors—Academic Achievement, Asian Americans, "Bilingual Education, Classroom Communication, "Classroom Environment, Cubans, Educational Environment, English (Second Language), Ethnic Groups, Hispanic Americans, 'Language of Instruction, "Limited English Speaking, Mexican Americans, Program Evaluation, Puerto Ricans, Scheduling, Student Characteristics, "Student Participation, "Teacher Characteristics, "Student Participation, "Teacher Characteristics, Teaching Styles, Trend Analysis, Vietnames People Identifiers—Chinese People, Navajo (Nation)
The Significant Bilingual Instructional Features (SBIF) study identified, described, and verified features of bilingual instruction of a wide variety of limited English proficient (LEF) students. This report describes a two-year substudy tracing the experience of 85 LEP students from five nationally distributed sites representing varied ethnolinguistic groups (Mexican, Puerto Rican, Cuban, Chinese, and Navajo). The study examined two broad aspects of the students' engagement and/or participation with the characteristics of the classrooms to which they were assigned. Data are analyzed here for the overall group and for each site, and results are compared for four student subgroups divided according to the amount of native language use in basic skills instruction.

ED 297 568 FL 016 682
Baecher, Richard E. Coletti, Charles D.
Two-Way Bilingual Programs: Implementation of an Educational Innovation.
Pub Date—[86]

Pub Date—[86]
Note—20p.
Journal Cit—SABE Journal; v2 n1 p42-58 Spr 1986
Pub Type— Reports - Evaluative (142) — Journal
Articles (080)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—Affective Behavior, "Bilingual Education
Programs, Classroom Techniques, Educational Innovation. Elementary Education,
English (Second Language), Limited English
Speaking, "Program Design, "Program Effectiveness," "Program Implementation, Second Language Programs, "Spanish Speaking
Identifiers—"New York (Port Chester)
A two-way bilingual program, in which limit-

Identifiers—"New York (Port Chester)
A two-way bilingual program, in which limited-English-speaking Hispanic students and English-proficient students provide reciprocal
language-learning experiences, was implemented in
a Port Chester, New York elementary achool. The
program's features included a combined second/
third grade, two classes (one limited-English-proficient and one English-proficient), a transitional language development sequence, team teaching,
individualized instruction, adaptive planning, and
parental involvement in training workshops and
achool-related affairs. First-year results of a sign test
of instructional outcomes and the My Class Inventory of classroom environment are strongly supportive of the benefits of a two-way bilingual program.
A strong working relationship between administrators and teachers was found to be essential to pro-A strong working relationship between administra-tors and teachers was found to be essential to pro-gram success. (MSE)

ED 297 569 FL 016 826 Vago, Robert M.
Paradigmatic Errors in First Language Attrition.
Pub Date—86

Pub Date—86

Note—13p.; Paper presented at the Annual Meeting of the Linguistic Society of America/American Association for Applied Linguistics (New York, NY, December 27-30, 1986).

Available from—CUNY Forum, PhD Program in Linguistics, CUNY Graduate Center, 33 W. 42nd St., New York, NY 10036.

Journal Cit—CUNY Forum; v12 p204-214 1986

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC01 Plus Pestage.
Descriptors—"Bilingualism, Code Switching (Language), Discourse Analysis, Error Analysis (Language), Phebrew, "Hungariaa, "Language Maintenance, Language Patterns, "Language Skill Attrition, Language Usage, "Morphophonemics, Oral Language, Retention (Paychology), Second Language Learning, Uncommonly Taught Languages
An ongoing research project into the dissolution or attrition of native language structure under the influence of bilingualism analyzed certain paradigmatic changes in the first language of a Hungarian-Hebrew bilingual speaker. Data were collected over a 2-year period from an Israeli woman who was born in Hungary and immigrated to Israel at 6 years of age. Her primary language was hebrew, although she used Hungarian on a daily basis (principally with her parents). A paradigm elicitation method was used; the subject was asked to produce regular and irregular nominal paradigms in the rich inflectional system of Hungarian. Examination of the discional system of Hungarian. Examination of the discional system of Hungarian. Examination of the discional system of Hungarian. Examination of the factorial system of Hungarian. Examination of the discional system of Hungarian. Examination of the discional system of Hungarian. Examination of the detrional system of Hungarian. Examination of the discional system of Hungarian. Examination of the detrional system of Hungarian. Examination of the subject's first language which may be termed errors. These errors were changes in the rule component of the language, specifically, rule simplification, rule loss, and rule reordering. Illustrative examples of these errors are presented. Paradigmatic coherence appears to play a significant role in the attrition of first language systems. (CB)

ED 297 570 FL 017 212

Ingram, D. E. Clapham, Caroline
ELIS Revision Project: A New International Test
of English Proficiency for Overseas Students.
Lancaster Univ. (England). Inst. for English Lanu-

of English Proficiency for Overseas Students.

Lancaster Univ. (England). Inst. for English Lanugage Education.

Spons Agency—British Council, London (England).

Pub Date—Jan 88

Note—31p.; Paper presented at the combined Annual World Congress on Language Learning of the Federation Internationale des Professeurs de Langues Vivantes (16th) and Biennial National Languages Conference of the Australian Federation of Modern Language Teschers Association of Modern Language Teschers Association (7th, Australian National University, Canberra, Australia, January 4-8, 1988).

Pub Type— Reports — Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price —MP91/POLO Plus Postage.

Descriptors—Bengish (Second Language), English for Academic Purposes, Foreign Countries, Foreign Students, Higher Education, International Cooperation, "Language Proficiency," Language Tests, "Standardized Tests, "Test Construction The English Janguage Testing Service (ELTS) Revision Project is a joint British and Australian effort to develop a new test of English language proficiency for use with foreign students. The existing test, in use for seven years, is being radically revised to combine indirect, semi-direct, and direct test types and to focus on both general and academic language proficiency. The report explains the project's purpose, discusses Australia's interest in the test's revision, describes the current test's construction and use, and outlines the revision project.

the test's revision, describes the current test's con-struction and use, and outlines the revision project. The latter section discusses the reasons for making substantial changes, the pattern, content, and ad-ministration of the revised test, the research team, and the future of the project. The new test is sched-uled for initial use in Britain, Australia, and Canada in 1939. It is concluded that the revised test will be m 1989. It is concluded that the revised test will be an essentially new test reflecting the state-of-the-art in language testing. It will be administered to tens of thousands of foreign students each year and may substantially affect students' courses of study. It is also considered to be commercially viable and subject to ongoing research because of the data base it will generate. (MSE)

ED 297 571 FL 017 474

ED 297 571

Koerner, Konrad
Leonard Bloomfield and the "Cours de Linguistique Generale."
Pub Date—Dec 87

Note—7p.; Paper presented at the Annual Meeting of the Linguistic Society of America (62nd, San Francisco, CA, December 27-30, 1987).
Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Epistemology, "Language Research, Linguistics, "Linguistic Theory Identifiers." Bloomfield (Leonard)
A discussion of the development of Leonard

Bloomfield's theory of linguistics focuses on the influence of Ferdinand de Saussure's "Cours de linguistique generale" on Bloomfield's thinking. The discussion begins with a characterization of Bloomfield's early position with regard to general linguistics, especially as found in his 1914 book entitled "An Introduction to the Study of Language." Second, his interpretation of the "Cours de linguistique generale" is chronicled through his written comments. Finally, the influence of encounters with Saussure's theory of language on Bloomfield's later views is investigated by tracing specific elements of Bloomfieldian writing to the "Cours de linguistique generale." (MSE) generale." (MSE)

FL 017 479

ED 297 572

Jianping, Chen
An Investigation of the Patterns of Learning
English Interrogative Structures by EFL Learning
English Interrogative Structures by EFL Learning
ers in Celina.

Pub Date—Apr 86
Note—193p.; Master's Thesis, The Chinese University of Hong Kong. Best available copy.

Pub Type—Reports - Research (143) — Dissertations/Theses - Masters Theses (042)
EDRS Price - MP01/PC08 Plus Postage.

Descriptors—Adult Students, Comparative Analy-

EDNS Price - Met 17 FLOS Plas Footsey, Descriptors—Adult Students, Comparative Analysis, English (Second Language), Error Analysis (Language), Foreign Countries, High Schools, "Language Patterns, Language Research, Second Language Learning, "Sentence Structure identifiers—"China (Guangzhou), Chinese People,

\*Interrogatives

Identifiers—"China (Guangzhou), Chinese People,

\*Interrogatives

A study, investigating the patterns in which Chinese learners of English as a second language (ESL)
learn English interrogative structures, focused on four major classes of English questions (yes/no, whr., alternative, and embedded) categorized into seven structural types. Data came from a test requiring rapid translation of 55 Chinese questions. Hierarchical analysis and searching for transitional patterns were used to determine (1) whether there is an order of difficulty for Chinese individuals learning the structural types of English questions, and (2) if Chinese learners share transitional steps with ESL learners of other language backgrounds. The results reveal a tentative hierarchy: the learning of yes/no questions precedes the learning of alternative questions. Two major error types, failure to invert and confusion between the use of auxiliaries "do" and "be," are associated with learners' maturity in English question forms. It is hypothesized that the development of inversion could provide an index for Chinese learning of English questions. Additional patterns were found. The findings suggest that Chinese ESL learners undergo question-learning processes similar to those of ESL learners from other linguistic backgrounds. (Author/MSE)

ED 297 573

Galbraith, Vicki Gardner, R. C.
Individual Difference Correlates of Second-Language Achievement: An Annotated Bibliography.
Research Bulletin No. 667.
University of Western Ontario, London. Dept. of Psychology.

rsycnology. Spons Agency—Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario). Pub Date—Apr 88 Grant—410-85-0190

Note—28p.
Pub Type— Reference Materials - Bibliographies
(131)

(131)

EDRS Price - MP01/PC02 Plus Pustage.
Descriptors—Annotated Bibliographies, Educational Research, "Individual Differences, Language Aptitude, "Language Proficiency," Language Research, Learning Motivation, Learning Strategies, Personality Traits, "Second Language Learning, Student Attitudes
The bibliography contains 64 annotated references to journal articles and other sources of information about individual difference correlates of second language achievement. The journal articles appeared between 1944 and 1987. Where available, abstracts contained in the original articles are used; these are marked with saterisks. Entries are coded according to the individual difference correlates adressed, including aptitude and intelligence, attitudes and motivation, language learning and teaching strategies, and personality traits. (MSE)

ED 297 574 FL 017 482 res, Norma Landa acking Job-Related Interaction Skills to ESL

Students of Speech Co Pub Date—21 Feb 88

Pub Date—21 Feb 88

Note—29p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (San Diego, CA, February 21, 1988).

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF91/PO2 Plus Pestage.
Descriptorn—Communication Skills, Course Descriptions, \*English (Second Language), \*Interpersonal Communication, \*Job Skills, Learning Strategies, Limited English Speaking, Postsecondary Education, Second Language Instruction, Skill Development, \*Speech Communication Development, \*Speech Communication.

tion, Skill Development, Speech Communication An instructional model for developing skills in job-related interaction among students of English as a second language (ESL) is proposed and discussed. The rhetorical communication process model, adapted for ESL students, gives detailed attention to the encoding and decoding processes of mainstream English-speakers and allows the ESL speaker to plan phonological, grammatical, and semantic strategies to meet the mainstream listener's decoding expectations. The course based on the model emphasizes methods of researching, outlining, practicing, and evaluating speech presentations for personal and career purposes. It includes techniques for job interview interactions and for work-related informative and persuavies speaking experiences. The course consists of both speech communication and ESL components. Classroom instruction for the latter component combines rhetorical analyses of ESL/mainstream job site communication interactions with recent information on vocational ESL and utilizes a videotaped function-al-notional interaction and a pre-interview interaction skills exercise to assess students' writing, message clarification, and feedback evaluation skills. Other exercises are designed to sasist the student in being perceived as suitable for the job being sought. Sample exercises are included. (MSE)

FL 017 484

ED 297 575

de Wolf, Goelon Dodds

Phonological Variability in Canadian English.

Pub Date—Dec 87

Note—23p.; Paper presented at the Annual Meeting of the Linguistic Society of America (62nd, San Francisco, CA, December 27-30, 1988).

Pub Type—Reports—Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MP01/PC01 Plus Postage.

Descriptors—Contrastive Linguistics, Diachronic Linguistics, \*English, Foreign Countries, \*Language Variation, \*Phonology, \*Regional Dialects, \*Sociocultural Patterns
Identifiers—Accentc, British Columbia (Vancouver), Canada, \*English (Canadian), Ontario (Ottawa)

ver), Canada, \*English (Canadian), Ontario (Ottawa)

A study compared salient variables of Canadian English from two concurrent sociodialectal surveys, one for Ottawa, Ontario and one for Vancouver, British Columbia. Using the Labovian model of phonological variation in association with sociological parameters and other linguistic variables within each specific area, the analysis investigated four variables. Results indicated certain points of social and regional phonetic divergence and different rates of sound change. It was concluded that whereas pressures of conservatism, such as higher socioeonomic status and age, female sex and regional influence, were retarding change, opposing social or cultural forces were also encouraging shift. However, while differences in the occurrence of the independent variables would appear to reaffirm the importance of geography in establishing local accent, exerting an undeniable influence on the model, exerting an undeniable influence on the model, exposition of social factors, singly or in combination, within a regional variety, leads to patterns of innovation and change. Further research is recommended. (MSE) innovation and omended. (MSE)

ED 297 576 FL 017 485 ED 297 576

Chun, Dorothy M.

How Women vs. Men Manage Dincourse:
Turn-Taking in German.
Pub Date—Apr 87

Note—21p; Paper presented at the Annual Meeting of the Texas Women Scholars Symposium
(2nd, Austin, TX, April 1987).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MP01/PC01 Plus Pestage.
Descriptors—Discourse Analysis, "German, "Intonation, "Paralinguistics, "Sex Differences,

3

\*Speech Communication, \*Speech Habits Identifiers—"Turn Taking
A study investigated the intonational patterns used by women and men at the ends of ulterances for the purpose of managing discourse. The research sought to describe how intonation helps to signal that a speaker is through speaking and desires a response or reaction from the listener, or that the speaker is not through with a turn and wishes to keep the floor. The model incorporates the concepts of both discourse intonation and turn-taking. Data were drawn from the relatively formal natural speech in panel discussions taped from German television. Analysis does not substantiate the claim that women use more rising intonation than men, and suggests that the discourse context of utterances is of utmost importance in analyzing intonational features, regardless of the speaker's gender. No instances of inappropriate rising question intonation were found, but the use of less low-falling terminal intonation by women than men supports the theory of gender-different strategies for speech action. Further cross-cultural research on intonation patterns, especially from the perceptual perspective, and on pitch range and dynamism are recommended. (MSE)

ED 297 577 FL 017 486

Carrell, Patricia L. Second Language Reading: Reading, Language,

Second Language and Metacognities.
Pub Date—Apr 88
Note—38p.; Revised version of a paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (22nd, Chicago, IL, March 8-12, 1988).

Reports - Research (143) — Speeches/-

March 8-12, 1988).

March 8-12, 1988).

Moetting Papers (150)

EDRS Price - MF01/PC02 Plus Pestage.

Descriptors—Comparative Analysis, \*Concept
Formation, English (Second Language), Higher

Bducation, \*Language Proficiency, Literature Reviews, \*Metacognition, \*Reading Ability, \*Reading Comprehension, Second Language Learning,

Spanish

ing Comprehension, Second Language Learning, Spanish A study investigated the role of metacognitive skills and the conception of reading in the reading comprehension of sdult native speakers of Spanish and English. The study differed from others in its examinastion of reading conceptions and comprehension in both the first and second languages. Results suggest that both first language reading ability and second language proficiency have significant effects on second language reading ability. However, for the native Spanish speakers, first language reading ability accounted for a greater proportion of the variance in second language reading ability than did second language proficiency, while for the native English speakers, the influence appears to be reversed. Results concerning metacognitive skills were suggestive but not conclusive. Some second language readers may need relatively more help with basic reading skills or second language skills to succeed in second language reading, and formal metacognitive instruction for monitoring or regulating comprehension or for developing effective and efficient reading strategies is advisable. (MSE)

ED 297 578 FL 017 487

ED 297 578
Buron. Dennis
The English Language Amendment: Backgrounds and Prospects.
Pub Date—Mar 88
Note—17p, Expanded version of a paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (22nd, Chicago, IL, March 8-12, 1988).
Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF61/PC01 Plus Postage.
Descriptors—"Acculturation, "Constitutional Law, "English, Immigrants, Language Planning, Non English Speaking, "Official Languages, Political Influences, Social Influences
Identifiers—"English Language Amendment, United States
English has historically been accepted as the de facto language standard for the United States. Legislative efforts have attempted to manipulate language in this country, and there is presently an attempt to introduce a constitutional amendment making English the official language of the United States. Supporters of the amendment stress problems of miscommunication in a polygiot society, urge national unity, and emphasize the need to assimilate foreign populations. Opponents see the

amendment as an effort not so much to promote English as to exclude certain non-English speaking immigrants, notably Hispanics and Asians, from our society. Adopting the amendment will not facilitate the adoption of English but may deter English learn-ing by isolating non-English speakers further from the American mainstream. (Author/MSE)

ED 297 579 FL 017 488

Studerus, Lenord, Ed.
Hispanic Linguistics. Current Trends and Issues.
Publications in Linguistics Number 80.
Summer Inst. of Linguistics, Dallas, Tex.; Texas

Univ., Arlington. Report No.—ISBN-0-88312-012-7 Pub Date—87

Note—137p.; Papers in this volume stem from the spring, 1986 Linguistics Forum Series (University of Texas, Arlington), and the Summer Institute of Linguistics (International Linguistics Center, Dallas, TX). Available from

las, TX).

Available from—Academic Book Center, Summe Institute of Linguistics, 7500 W. Camp Wisdom Rd, Dallas, TX 75236 (522.00).

Pub Type— Collected Works - General (020) — Information Analyses (070)

EDRS Price - MF0I Plus Postage, PC Not Avail-

able from EDRS.

EDBS Price - MP01 Plus Postage, PC Not Available from EDRS.
Descriptors—"African Languages, "Applied Linguistics, Comparative Analysis, Dischronic Linguistics, "Dialects, French, Language Research, Morphology (Languages), "Nouns, Phonology, Second Language Instruction, Semantics, Sociolinguistics, "Spanish, Syntax, Trend Analysis Identifiers—"Gender (Language)
Four papers address trends and issues in Hispanic linguistics. "Recent Trends in Hispanic Linguistics" (Frank Nuessel) gives an overview of benchmarks in research on diachronic, sociolinguistic, and applied aspects of Spanish phonology, morphology, syntax, and semantics. "African Influence on Hispanic Dialects" (John Lipski) explores the African language' contributions to Spanish American morphology, syntax, and phonetic. "The Spanish Teacher as Dealectologist" (Mark G. Goldin) examines a variety of approaches to dialect and the insights they can provide for Spanish second language instruction. "Noun Gender Categories in Spanish and French: Form-Based Analyses and Comparisons" (Richard V. Teschner) summarizes a study of the rules governing noun gender in those two languages, concluding that while Spanish gender can be reduced to a few brief but powerful and economical rule statements, French noun gender is less amenable to simple analysis, but learning of the other. (MSE)

Maiou, Job Dinks Vowel System, Publications in Linguistics

mer Inst. of Linguistics, Dallas, Tex.; Texas

Univ., Arlington. Report No.—ISBN-0-88312-008-9 Pub Date—88

rub Date—88
Note—102p.
Note—102p.
Available from—Academic Book Center, Summer Institute of Linguistics, 7500 W. Camp Wiadom Rd., Dallas, TX 75236 (\$20.00).
Pub Type—Reports - Research (143) — Books (010)

Pub Type—Reports - Research (143) — Books (010)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—African Languages, Foreign Countries, 'Intonation, 'Languages, Petros, Languages, Postages, Uncommonly Taught Languages, 'Vowel's Identifiers—D'niak, Sudan (South)

An analysis of the Dinka (Sudan) owel system consists of: (1) an overview of Dinka phonological structure, including the phonological sentence, the phonological word, the syllable, and the consonantal and vocalic features of the sound system; (2) an examination of breathy versus nonbreathy vowels, including a review of previous research using a variety of approaches and a discussion of physical, lexical, and grammatical aspects of the two vowel types; (3) a discussion of the acoustic characteristics of toresthy and nonbreathy vowels; (4) an analysis of tone; (5) a discussion of vowel length; and (6) an examination of the role of centralized vowels. (MSE)

ED 297 581 FL 017 490 Kroonenberg, Nancy Let Your Students Talk and Teach.

Pub Date—Dec 87

Note—34p.; Paper presented at the ILE International Seminar on Languages in Education in a Bi-lingual or Multi-lingual Setting (3rd, Hong Kong, December 15-17, 1987).

Pub Type—Guides - Classroom - Teacher (052) — Specches (Meeting Papers (150)

EDRS Price - MPDI/PC02 Plus Postage.
Descriptors—"Class Activities, Classroom Communication, "Classroom Techniques, Cultural Context, "Educational Games, French, Instructional Materials, "Second Language Instruction A variety of ideas for classroom second language learning activities are presented. Most are for the intermediate level, but some beginning and advanced level activities are included. Two elements are common to all of them: regard for the cultural vanced level activities are included. Two elements are common to all of them: regard for the cultural element in the language and maintenance of a low-risk, non-intimidating classroom atmosphere. The activities include playing question games, creating stories from pictures, reading maps, labelling floor plans, describing school supplies, assembling a family album, conducting role plays, transcribing short presentations, playing question-and-answer relays and matching games, doing description and definition exercises, playing word association games, holding press conferences and debates, constructing and reconstructing stories and news articles, and writing journals. Some commercially-available materials are also described, and a selected bibliography is included. (MSE)

ED 297 582 FL 017 491

Kroonenberg, Nancy Be There!

Be Insert
Pub Date—Apr 88
Note—43p.; Paper presented at the Annual Meeting of the Northeast Conference on the Teaching
of Foreign Languages (New York, NY, April
7-10, 1988). Several figures may not reproduce

clearly.

Pub Type—Guides - Classroom - Teacher (052) —
Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plas Postage.

Descriptors—Chinese, Classroom Techniques,

\*Cultural Education, English (Second Language),
Food, Foreign Countries, French, German, Plastructional Materials, \*Realis, Second Language
Instruction, Spanish, \*Study Abroad, Television,
Textbooks, \*Travel

A guide to the classroom use of experience abroad for second language teaching focuses on the exploi-tation of materials and information brought back tation of materials and information brought back from a specific locale by students and/or teachers. Ideas are given for collection of realia, including menus and television schedules in particular, and for their use in the classroom. It is recommended that teachers select a specific town or city mentioned in the textbook and use it as a theme for overall cultural study. Suggestions are made for preparation for the trip, things to do immediately upon returning, and integration of the target culture into classroom instruction and grammar lessons. Sample realis from several cultures (Chinese, English, Prench, German, and Spanish) and ideas based on them are presented. News articles concerning one class trip to a French town are also included. (MSE)

ED 297 583 FL 017 492

ED 297 583

Spencer, Mary L.

History and Status of Vernacular School Materials and Instruction in the Micronesian Region, with Comments on Literacy and Emerging Local Educational Needs.

Guam Univ., Mangilao. Coll. of Education.

Pub Date—Dec 36

Note—52p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Chamorro, Educational History, "Education, English (Second Language), Ethnic Groups, Foreign Countries, "Instructional Materials, "Literacy, Material Development, "Native Language Instruction, "Regional Dialects, Uncommonly Taught Languages, Written Language Identifiers—"Micronesia

A discussion of vernacular instruction and instructional materials in Micronesia, a group of Western Pacific islands north of the quator, chronicles the development and recent history of vernacular tests.

western racine issants som to the equator, carrons-cies the development and recent history of vernacu-lar and English literacy, reports on historical and contemporary efforts to develop a written vernacu-lar, and documents the status of oral and literacy skill development in both English and the vernacu-lar. Problems with the skills of educational person-

nel who prepare vernacular instructional materials are discussed. Extensive appended materials about the Micronesian region include descriptions of its geography, political and administrative characteristics, cultural and linguistic diversity, education systems, and critical problems and unique features of education. (MSE)

FL 017 493

ED 297 584

Spencer, Mary L. Langmoir, Patrick
Time to Question the SPC Standard: The Ubiquitous English Reading Curricsium of the Pacific.
Guam Univ., Mangilao. Coll. of Education.
Pub Date—Apr 87

Note—25p.; Paper presented at the National Conference of the National Association for Asian and Pacific American Education (Honolulu, HI, April 1987). Table 1 contains small print.
Pub Type—Speeches/Meeting Papers (150) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Chamorro, Classroom Techniques, "Curriculum Design, Difficulty Level, "English (Second Language), Foreign Countries, Program Evaluation, Program Implementation, Readablity, "Reading Instruction, "Reading Materials, Textbook Bias, "Textbook Content, Uncommonly Taught Languages. Taught Languages tentifiers—Micronesia, \*South Pacific Commis-

Identifiers—Micronesia, "South Pacific Commission
The South Pacific Commission's English reading curriculum, designed to accompany and reinforce the Tate English oral skills series, is critiqued in terms of curriculum design and implementation in schools in the Micronesian region. The construction and emphases of the classroom and teacher materials are described, and an analysis is given of the texts' readability, complexity, content, and layout in comparison with those of a major basal reading series used in the United States. Deviations from the publisher's recommendations for textbook use and the instructional impact of these changes are severe. Substantial problems are also found in the design of the materials and in their recommended application in the overall language program. Suggestions are made for overall reorganization of the English reading program, improved and more accessible teacher preparation in the use of the required program and general language teaching methodology, and increased regional attention to the effectiveness of the English reading program. (MSE)

ED 297 585 FL 017 494

ED 297 585

FL 017 494
Spencer, Mary L.
Program Evaluation and Testing in the Educational Programs of Microsesia—When Beachmarks are Needed.
Guam Univ., Mangilao. Coll. of Education.
Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.

Spons Agency—Office of Bringian Education and Minority Languages Affairs (ED), Washington, DC.
Pub Date—Feb 85
Note—18p.; Paper presented at the Annual Meeting of the Pacific Island Bilingual Bicultural Association (Truk, Micronesia, February 1985).
Pub Type—Speeches/Meeting Papers (1'90)—Reports—Evaluative (142)
EDRS Price—MP01/PC01 Phis Postage.
Descriptors—Bilingual Education Programs, Chamorro, "Educational Assessment, "English (Second Language) Education Programs, Chamorro, "Educational Assessment, "English (Second Language) Evaluation (Citeria, Foreign Countries, "Language Tests, "Program Effectiveness, Program Evaluation, Second Language Programs, Summative Evaluation, Uncommonly Taught Languages Identifiers—Hawaii, "Micronesia
A discussion of bilingual education in the Pacific region focuses on the role of evaluation and testing in promoting educational quality. Based on a review of proposals, evaluations, and tests of all districts in Micronesia and Hawaii in the 1982-83 program year, these conclusions are drawn about program year, these conclusions are drawn about program evaluation: (1) little program evaluation was undertaken; (2) student assessment was by far the most serious problem; (3) two evaluation design problems are occurring, the use of control group design and the use of summative rather than formative evaluation of new programs; (4) one seemingly good evaluation was reriously flawed by a lack of objectivity; (5) evaluation of Micronesian projects is underbudgeted; and (6) additional technical assistance for contract development and administration is needed. (MSE)

ED 297 586 Spencer, Mary L.

FL 017 495

Entry-Exit Criteria Issues as They Pertain to the Bilingual Education Programs of the Microne-sian Region. Guam Univ., Mangilao. Coll. of Education. Pub Date—Sep 85

Guam Univ., Mangilao. Coll. of Education.
Pub Date—Sep 85
Note—189.
Pub Type—Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—'Admission Criteria, 'Bilingual Education Programs, Comparative Education, Elementary Secondary Education, English (Second Language), Foreign Countries, 'Graduation Requirements, Language Maintenance, 'Language Skills, Limited English Speaking, Program Design, 'Student Placement
Identifiers—'Micronesia, United States
Bilingual education program exit and entry criteria are discussed and applied as they exist in the Micronesian region, in which limited-English-speakers are in the majority. The discussion begins with a review of the rationale and assumptions of similar programs in the continental United States. The concerns of those programs are: native language role and distribution, the need for language stills assessment upon entry, periodic assessment for outplacement, and the feasibility of assessment programs and adequate recondkeeping. The two distinct linguistic contexts of the Micronesian region, dual-language and single-language prevalent, are then described and their implications for entry and exit assessment are examined. The classic entry-exit criteria concerns can not be applied in the Micronesian context because of the pressing need to make implications for entry and exit assessment are examined. The classic entry-exit criteria concerns can not be applied in the Micronesian context because of the pressing need to make bilingual education programs available to all students and because of the desirability of preserving and developing the region's indigenous languages and culture. (MSE)

ED 297 587 FL 017 496

ED 27 367 FL 01 Spencer, Mary L., Ed. Chamorro Language Issues and Research on G A Book of Readings. Guam Univ., Mangilao. Coll. of Education. Pub Date—87 es and Research on Guam.

Pub Date—87
Note—214p.
Pub Type— Collected Works - General (020) —
Reports - Research (143)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—Bilingual Education, "Chamorro,
Child Language, "Diachronic Linguistics, "English (Second Language), Ethnic Groups, "English Gecond Language), Ethnic Groups, "Enguage Attitudes, Language Maintenance,
"Language Research, Oral Language, Public Policy," Regional Dialects, Special Education, Standard Spoken Usage, Uncommonly Taught
Languages Languages Identifiers—\*Guam

Languages

A collection of research reports concerning language issues on Guam includes: "Language Survival, the Ideology of English and Education in Guam" (Robert A. Underwood); "American Policies and Fractices Affecting Language Shift on Guam: 1898-1950" (Ross S. Palomo); "Is Bilingual Education a Friend or Foe of the Indigenous Languages of the Marianas?" (Samuel Betanes); "Chamorro Child Language" (Carol Odo); "Studies of Chamorro and English Oral Language Proficiency with Chamorro Children in Guam" (Mary L. Spencer, Rosa Palomo, Nelía Vela); "A Survey of Language Use Attitudes in Guam" (Carol Odo); "The Development of Linguistic Attitudes Toward Guananian Dialect English and Standard English" (Julieta Babasa); "Ethnic Inequalities in Guam's Special Education Programs" (Nerissa Lee); and a discussion of the implications for research and development (Mary Spencer). (MSE)

ED 297 588 FL 017 497

ED 297 588

FL 017 497

Davis, Wanda

Theory and Practice in Terching ESL/ABE.

Pub Date—[87]

Note—17p.

Pub Type— Opinion Papers (120)

EDRS Price - MP01/PC01 Plus Postage.

Descriptors—"Adult Basic Education, Adult Learning, Adult Students, "Andragogy, Comparative Analysis, "Ringlish (Second Language), "Learning Theories, Second Language Instruction, Theory Practice Relationship

There is a need for instructional models in English as a second language (ESL) and adult basic education (ABE). However, before adequate models can be built, a unifying theory of learning for this unique instructional category must be advanced. Existing learning theories, particularly for adult learners, are helpful but need to be refined to fit the parameters

of second language learning in adult basic education. Some theories offering promise are those of
John Dewey and Theodore Brameld. Adult learning
theorists making contributions include Malcolin
Knowles and Paulo Freire. In language acquisition,
Stephen Krashen seems closest to providing a theory for ESL/ABE. Once a theory has been articulated and learning models formulated, programs can
be developed that may be more successful than
those that have grown without benefit of theoretical
foundations. Present programs could be retained in
some instances, but with a new sense of direction.
In seeking a theoretical model for ESL/ABE, teaching and learning should be viewed not as separate
entities but as inseparable. (MSE)

ED 297 589

FL 017 498

Koester, Jolene A Profile of the U.S. Student Abroad-1984 and

Council on International Educational Exchange, New York, N.Y.

Pub Date—Nov 87
Note—114p.; Appended questionnaires contain small print.

Pub Type— Reports - Research (143) — Numeri-cal/Quantitative Data (110) — Tests/Question-

small print.
Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110) — Tests/Questionnaires (160)

EDRS Price - MF01/PC05 Plus Postage.
Descriptors—College Students, Data Collection, Higher Education, High Schools, High School Students, Independent Study, International Educational Eschange, Questionnaires, Recreational Activities, Self Evaluation (Individuals), Student Attitudes, 'Student Characteristics, 'Student Educational Objectives, Student Exchange Programs, Student Motivation, 'Study Abroad,' Travel, Trend Analysis
A survey of United States students studying and traveling abroad was conducted with a questionnaire distributed in the 1984 and 1985 applications for the International Student Identity Card. In 1984 all applications processed in New Yo.'s were included in this study; in 1985 one out of every three applications was sampled. The total number of respondents in 1984 was about 3,300; in 1985 the responses of about 1,740 students to a somewhat expanded instrument were included. The study gathered demographic, descriptive, and behavioral information about the intern, content, and (where applicable) the impact of the international experience on the student. The report describes the study's objectives, summarizes the results of the questionnaire, compares profiles of eight types of traveling students, proports the self-assessed impact of students' prior international experience, notes patterns in these results, and in previous traveling students ohorts, and draws conclusions for policy. Based on the survey's results, U.S. institutions should reconsider existing policy on a variety of issues, including allocation of program and financial aid resources for study abroad, orientation and advising services for traveling students on an advising services for traveling students, language training, international opportunities for students in the sciences and profes

ED 297 590 FL 017 499
McInnes, Marguerite M.
Using Classification Lessons To Teach Hispanic
Secondary Students Inference.
Pub Date—[88] FL 017 499

Secondary Students Interence.
Pub Date—[83]
Note—[83]
Note—[8]
Note—[8]
Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—"Classification, Classroom Techniques, Cognitive Style, High Schools, High School Students, Hispanic Americans, \*Interences, Learning Strategies, \*Logical Thinking, Piagetian Theory, \*Reading Difficulties, \*Reading Strategies, \*Spanish Speaking high school students and on research suppeaking that classification skills may help in reading, a set of lessons focusing on classification use various classification tasks to teach students how to infer the main idea in paragraphs in English. The lessons are designed to follow a Piagetian developmental pattern beginning with concrete classification and moving to pictorial, abstract, and symbolic classification experience. When used with one

group of students, the technique appears to have been successful in teaching both the logic of classifi-cation and a method for inferring the main idea. (MSE)

Bruten, Sheila R. And Others
Manuring the Instructional Sensitivity of ESL
Rending Comprehension Items.
Pub Date—[83]
Note—20p.
Pub Type— Reports - Research (143)
EDRS Price - MF9L/PC01 Plus Postage.
Descriptors—College Students, Comparative Analysis, \*Difficulty Level, \*Bnglish (Second Language), Higher Education, Language Tests, \*Reading Achievement, \*Reading Comprehension, Second Language Instruction, \*Test Items, Test Theory
A study sitempted to estimate the instructional

sion. Second Language Instruction, "Test Items, Test Theory
A study attempted to estimate the instructional sensitivity of items in three reading comprehension tests in English as a second language (ESL). Instructional sensitivity is a test-item construct defined as the tendency for a test item to vary in difficulty as a function of instruction. Similar tasks were given to readers at different proficiency levels and behavioral correlates were sought reflecting differences in time on task, as measured by the differences in content covered or "opportunity to learn." The assumption is that if behavioral differences can be attributed to difference in time on task, then those differences will be likely candidates for subsequent true-experimental design research in which they are systematically manipulated to ascertain whether instruction has been effective. The results were inoclassive and ran counter to expectations, suggesting the need for further research with a different variable and different instructional sensitivity indices. (Author/MSE)

ED 297 592

FL 017 501

ED 297 592

Shimatani, Hiroshi
An Examination of the Monitor Theory.
Pub Date—[88]
Note—20p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF91/PCD1 Plus Postage.
Descriptors—"Language Processing, "Learning Theories, "Second Language Learning, "Skill Analysis, Theory Practice Relationship Identifiers—Krashen (Stephen), "Monitor Theory (1982) of second language acquisition examines five main hypothesise the acquisition-learning distinction, the natural order hypothesis, the monitor hypothesis, the input hypothesis, and the affective filter hypothesis. Several problematic elements of the theory are pointed out. The discussion supports be distinction, the monitor hypothesis disregarded in the Monitor Theory, and suggests an alternative way to look at language acquisition and learning phenomena from broader perspectives taking into account both skill acquisition theory and human information processing theory. More empirical research needs to be done to identify the developmental stages in second language acquisition and to define the most effective practice at each stage. (Author/MSE)

ED 297 593 FL 017 502

Thompson, Nancy S. Redefining Language Learning, Pub Date—Nov 84

Redefining Language Learning.
Pub Date—Nov 84
Note—14p.
Pub Type—Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cognitive Psychology, "Communication (Thought Transfer), "intelligence, "Language, Language Research, Linguistic Theory, Second Language Learning
While verbal language has traditionally determined our view of intelligence, this limited view
ignores other systems for expressing intelligent thought. An expanded concept of language considers verbal language as one part of a mental modeling system, or internal representation, for any kind of sensory information available to us, visual or suditory. Media are the tools humankind has crested for the concrete expression of the abstract processes of the brain. Verbal language has been the major tool for externalizing or mediating intelligence, but the proliferation of new media points to the use of other forms of intelligence: pictorial, mathematical, musical, and kinesthetic. Language can be defined as the sum of the modelling systems available to us. This expanded view of intelligence

assumes an expanded view of language as a medium for expressing mental activity. By learning other media "languages" we can understand verbal lan-guage better. Research in diverse areas of language and intelligence supports this perspective of intelli-gence and language, and this new perspective can enhance language learning research, allowing lan-guage learning to embrace new communication media as tools to enhance the expansion of intelligence. (MSE) (MSE)

ED 297 594 FL 017 503

FL 017 503

Yoneyuma, Anaji
Integration of Theory and Practice in a Pre-Service Teacher Training Course.

Pub Date—[88]
Note—[68]
Note—169.

Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PO31 Pins Postage.

Descriptors—English (Second Language), Foreign Countries, \*Language Teachers, \*Microteaching, ePreservice Teacher Education, Second Language Instruction, Teaching Skills
Identifiers—Japan

A suggested approach to teaching instructional skills to future teachers of English as a second language incorporates microteaching techniques. These techniques include the practice teaching of limited and coherent groups of skills, one group at a time, scaled-down practice teaching situations, maximum relevant feedback to each trainee, and the opportunity to reteach the same lesson. The model consists of four parts: rationale or theoretical background, observation of skilled teachers, trial teaching, and experience as a pupil of peers' teaching. The trainee is given a chance to practice teaching with each skill, using this procedure: (1) the trainer gives a lecture and demonstration of the skill; (2) trainees view a relevant film; (3) each trainee demonstrates instruction using this skill; (4) video feedback and peer critiques are provided; (5) each trainee attempts to reteach that area; (6) video feedback and critique are given on the second trial; (7) each participant analyzes and compares the two trisis; and (8) the group of participants compiles a language activity pack at the end of the course. Trainees taught by this method have reported a favorable response to it, despite some negative reaction to videotaping and viewing, and varying responses to individual elements of the method. (MSE)

videotaping and viewing, and varying responses to individual elements of the method. (MSE)

ED 297 595

FL 017 510

Contin, Barbara Wei-hao Shen
Cegnition and Comprehension: A Study of the Need for Incorporation of Bloom's Taxonomy of Educational Objectives in English as a Second Language Remedial Reading Programs.

Pub Date—Jul 86

Note—181p; Master's Thesis, Chinese University of Hong Kong.

Pub Type—Dissertations/Theses - Masters Theses (042) — Reports - Research (143)

EDRS Price - MPUI-PC08 Plus Poetage.
Descriptors—"Cognitive Processes, College Students, "English (Second Language), Foreign Countries, Higher Education, Program Evaluation, Remedial Programs, "Remedial Reading, Schemata (Cognition), Second Language Instruction, Surveys, Teaching Skills identifiers—Blooms Taxonomy, Hong Kong, "Schema Theory

A survey conducted at the Hong Kong Baptist College gathered information about first-year remedial reading instruction in English as a second language (Est). The study focused on the kinds and purposes of reading assignments, the levels of cognitive processes related to reading assignments, the cognitive processes related to reading assignments, the levels of cognitive processes invels to the reinforced in ESL remedial reading, and implications for change in the reading program. Results showed that a substantial percentage of students, 21%, were regarded by their teachers as weak, with deficiencies in the four lower levels of Bloom's Taxonomy of Educational Objectives in the cognitive domain (knowledge, comprehension, application, and analysis), which were also the most required skills. It is suggested that English language teachers could reinforce the needed cognitively oriented approach, using achema theory with an interactive, top-down, bottom-up processing model, complemented by cognitive skills training mode

ED 297 596 FL 017 524 Russian Literature: A Guide to Reference Source McGill Univ., Montreal (Quebec), McLennan

brary.
Pub Date—87
Note—27p.
Pub Type— Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage. Descriptors—"Annotated Bibliographies, Bibliographies, Dictionaries, Encyclopedias, Literature Reviews, "Reference Materials, "Russian, "Rus-

Reviews, "Reference Materials, "Russian, "Russian Literature
identifiers—McGill University (Canada)
An annotated bibliography of general and specialized reference works for Russian and Soviet literature is intended for both students and researchers.
English language and Russian language sources in
the McGill University (Canada) libraries are included. Subject headings include guides (to the literature and to archival resources), encyclopedias,
dictionaries (language, etymology and idioms, literature, and biographical), books reviewing sources,
bibliographies (general and retrospective), and bibliographies of Russian literature (by period, periodicals, translations, dissertations, and Soviet lists).
(MSE) cals, tr

ED 297 597 FL 017 525

ED 297 597

FL 017 525

Thompson, Roger M.

Dees the Public Use of Spanish Reverse Linguistic Assimilation? A Second Look at Austin, Texas. Pub Date—Feb 88

Note—10p; Paper presented at the Annual University of Southern Florida Linguistics Club Conference on Second Language Acquisition and Second Language Acquisition and Second Language Acquisition and Second Language and Second Language Acquisition and Second Language (120) — Speeches/ Meeting Papers (150)

EDRS Price - MF61/PC01 Plus Postage.

Descriptors—"Acculturation, Community Characteristics, Comparative Analysis, English (Second Language), "Language Maintenance, "Mexican Americans, Socioeconomic Influences, "Spanish Identifiers—"Public Language, "Fleas (Austin) Spanish usage by a large segment of the United States' population has created concern that English language and middle class culture are being displaced. Research in the 1970s found, generally, that Spanish-speaking people were indeed underspoing linguistic and cultural assimilation. However, widespread use of Spanish by the government in education and social welfare programs is feared to have reversed earlier assimilation. Austin (Texas) neighborhoods visited in one 1971 study were revisited in 1982. Three factors with potential for affecting assimilation (mobility, family size, and income) were investigated. Comparison of the Mexican American community in Austin in 1971 and 1982, during which there was dramatic change in Spanish usage by government agencies, found little change in Spanish usage with coworkers, in commercial or professional activities, or with friends and neighbors. Increased public use of Spanish has created cultural and linguistic paradoxes and has resulted in a new interaction of the two languages for intimate and formal speech, but has not reversed earlier peterns of assimilation. (MSE)

FL 017 526

ED 297 598

EL 297 598

EL 2017 526

Little, Greta D. Sanders, Sara L.

Community: Prerequisite for Communication in

Language Classes.

Pub Date—Dec 87

Note—12p.; Paper presented at the Annual Meeting of the Linguistic Society of America (San Francisco, CA, December 27-30, 1987).

Pub Type—Speeches/Meeting Papers (150) — Reports - General (140)

EDRS Price - MP01/PC01 Plus Postage.

Descriptors—"Classroom Communication, "Classroom Environment, Classroom Techniques, Communicative Competence (Languages), French, German, Higher Education, "Peer Relationship, "Second Language Instruction, "Student Motivation

tion
Linguists have recognized the need for appropriateness, sincerity, non-obviousness, and cooperation between speakers in naturally occurring conversation. It is assumed that the speakers listen to each other and in some sense "care" about one another at the time of interaction. In the second language classroom such a sense of mutual concern may not exist. The concept of communicative commany not exist.

petence has created a lively, communication-oriented style of language instruction, but a crucial difference between natural talk and classroom conversation has been overlooked. In natural talk speakers enter the discourse because they want to and stay in it because they have some common ground with the other speaker. Language classrooms often lack such motivation, even when the activity meets the requirements of good communicative teaching. A comparison of experiences as ethnographic participant-observers in beginning French and German classes illustrates that a sense of classroom community is a crucial prerequisite to meaningful language practice. Teachers can provide a classroom environment conducive to eye contact in all exchanges, frequent use of student names, use of meaningful questions, reinforcement of all target language use, and reduction of individual competition. (Author/MSE)

ED 297 599 FL 017 52 Edwards, Barbara Hall The Broad Nature of intermediate EFL Writing: Difficulties and Challenges for the EFL Instruc-FL 017 529

tor.

Pub Date—Feb 88

Note—30p.; Paper presented at the Annual University of Southern Florida Linguistics Club Conference on Second Language Acquisition and Second Language Teaching (8th, Tampe, FL, February 5-6, 1988).

Pub Type—Reports—Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MP01/PC02 Plus Postage.

Descriptors—Classroom Techniques, College Students, \*Bnglish (Second Language), Error Patterns, Higher Education, Language Proficiency, Second Language, Error Patterns, Higher Education, Language Proficiency, Second Language Instruction, \*Writing (Composition), \*Writing Instruction, \*Writing Skills Identifiers—T Units
A pilot study concerning the rarge of writing

A pilot study concerning the rarge of writing skills of intermediate students of English as a second language (ESL) is reported. The study identified the clause structures and relative low-order linguistic akills in the writing samples of 25 college students in this group. The method of evaluation of writing samples was a model of conformity to correct prose, focusing on three error types: word form, word order, and word choice. The first part of the report summarizes the goals of the original study, outlines the research design, and gives an analysis of the results. The second part includes discussion of three cases, each representing a particular kind of intermediate ESL writer, performing at high, middle, and low-intermediate levels. The third part summarizes the findings with respect to curvent pedagogical approaches and notes some implications for further research. (Author/MSE)

ED 297 600 FL 017 530

de Somer, Gail The Relational de Somer, Gail
The Relationship between Maternal Speech and
Child Language Development: An Annotated
Bibliography.
Pub Date—Apt 88
Note—48p.; Exit Project, Indiana University at
South Bend.
Pub Type— Reference Materials - Bibliographies
(131) — Dissertations/Theses - Undetermined
(040)

(131) — Dissertations/Theses - Undetermined (040)

EDRS Price - MP01/PC02 Plus Postage.
Descriptors—Annotated Bibliographies, \*Child Language, \*Language Acquisition, \*Mothers, \*Parent Influence, Reference Materials, Toddlers, \*Verbal Communication
Identifiers - \*Caretaker Speech
The bibliography contains over 50 annotated citations of research on the nature of maternal speech and its effects on child language development. It is limited to studies focusing on verbal features of mothers' speech to normal one-to-four-year-olds learning English. The first section is devoted to literature describing characteristics specific to maternal speech, variations for maternal speech. The second part cites studies of the features of maternal speech that assist in language acquisition, correlational studies, and criticisms of these studies. The studies are briefly reviewed in a summary section, and an unannotated bibliography is appended (MSE)

ED 297 601 FL 017 531 Rodriguez, Adriana Pellicari Why Do We Want To Learn English? Ask Us! Pub Date—Apr 88

Note—12p.; Paper presented at the Annual Meet-ing of the National Association for Bilingual Edu-cation (17th, Houston, TX, April 27-May 1, 1988).

cation (17th, Houston, TX, April 27-May 1, 1988).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MFUI/PCUI Plus Postage.
Descriptors—\*English (Second Language), Intermediate Grades, \*Language Attitudes, Language Proficiency, \*Learning Motivation, \*Puerto Ricans, Second Language Learning, Self Concept, Self Concept Measures, \*Student Motivation A study examined the relationship between self-concept and motivation to learn English among Puerto Rican upper elementary achool children from low socioeconomic status families. Fifty-seven native Spanish-speaking students attending urban bilingual education programs rated themselves on a pictorial self-concept scale and responded to a Likert-type scale of motivation to learn English. Analysis of the findings indicates that the students have more open attitudes toward the acquisition of English when they view the second language for personal gain or achievement of success rather than for total integration into mainstream society. (Author/MSE)

FL 017 533

ED 297 602

ED 297 602

FL 017 533

Baecher, Richard E. Coletti, Charles D.

Two-Way Billingual Programs: Language-Learning-a-Resource.

Pub Date—9 Apr 88

Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).

Pub Type—Reports — Evaluative (142) —
Speeches/Meeting Papers (150)

EDRS Price - MF01/PO1 Plus Pestage.

Descriptors—Bilingual Education Programs,
Classroom Communication, Classroom Environment, Elementary Education, \*English (Second Language), \*Instructional Effectiveness, Mathematics Achievement, Native Speakers, Reading Achievement, Second Language Instruction, \*Spanish, Student Attitudes

Identifiers—New York (Port Chester), \*Two Way Bilingual Programs

A study assessed the performance of language-minority and language-majority children in a two-way Bilingual Programs

A study assessed the performance of language-minority and language-majority children in a two-way Bilingual Programs

A study assessed the sensource for all students, with each group of children teaching their native language learning as a resource for all students, with each group of children teaching their native language learning as a resource for all students, with each group of children teaching their native languages exceeded to the other. Second- and third-grade classes are combined. Data on students' Spanish and English reading and oral language skills, mathematics skills in both languages, and perceptions of the classroom environment were gathered for three years. The results were mixed, demonstrating that students can definitely benefit from second language learning in the curriculum but that care should be taken to ensure that native language skills and progress not be compromised. Teacher performance emerged as a crucial variable in the program studied, and careful monitoring of student outcomes in relation to teacher performance is advised. Overall, despite some early problems with student perceptions of difficulty and friction, participant sa

ED 297 603 FL 017 53

Morales, Maria E.

The Functional Approach Categories and Technique Strategies Language Arts Model.

Pub Date—Jun 87

Note 212. Bones recognized at the Amount University FL 017 534

nique Strategies Language Arts Model.
Pub Date—Jun 87
Note—Jun 87
Note—Jun Parper presented at the Annual University of Southern Florida Linguistics Club Conference on Second Language Acquisition and Second Language Teaching (7th, Tamps, FL, June 19-20, 1987).
Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MFDI/PCDI Plus Postuge.
Descriptors—Classroom Environment, \*Classroom Techniques, \*Communication Skills, \*English (Second Language), \*Limited English Speaking, \*Notional Functional Syllabi, Second Language Instruction, State Departments of Education Identifiers—\*Texas
Texas' Functional Approach Categories and Technique Strategies (FACTS) Language Arts
Model was designed to assist teachers of limited-English-proficient (LEP) children in effective instruction of communication skills. To do this children (1) must be taught that language is an adaptable instrument that helps them fulfill their

needs, and (2) must be involved in activities and experiences that will help them recognize the purpose for using specific language functions for success in a given situation. The model provides techniques for the teacher of English as a second language (ESL) to promote good feelings in the classroom, gives guidance in selecting and implementing classroom learning activities, provides practical ideas for encouraging student participation, and suggests approaches for monitoring and gaining feedback on instructional activities. Emphasis is placed on teacher control of a pleasant classroom tone, interest provided by a variety of learning activities, accountability, and feedback. (MSE)

ED 297 604 FL 017 535 ED 27 000

Lambre, Julienne
The Elusive Abecedarian: Addressing the Shortage of Elementary School Language Teachers.

Pub Date—Apr 88

Note—45p.
Pub Type— Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Pascrinton—Accountability. Competency Bass

Descriptors—Accountability, Competency Based Teacher Education, Elementary Education, "FLES, "Immersion Programs, "Language Teachers, Surveys, Teacher Certification, Teacher Characteristics, "Teacher Qualifications, Teacher Shortage Identifiers—\*Foreign Language Experience Pro-

dentifiers—"Foreign Language Experience Programs

A survey of school administrators and educational researchers concerning the characteristics desired in elementary school language teachers resulted in rankings of personal qualities, pedagogical skills, and linquistic skills preferred for teachers of the reprogram types: foreign language in the elementary school (FLES), foreign language exploration (FLEX), and immersion. The results suggest that administrators wish to hire candidates giving the impression of being good teachers, while the pool of qualified teachers for the demand is effectively shrinking. Many respondents were uncomfortable, in principle, about making compromises in teacher quality, but many also indicated willingness to compromise in a given skill area with the intent of providing on-the-job training or other later remedy Most felt that certification was a desirable way of improving language teacher performance, but some thought it unnecessary. Most supported establishing competency requirements for improving language teacher preparation, and a majority wanted teachers involved in the process of setting standards. The researcher stated that the language teaching professionals in language instruction for young children. (MSE)

FL 017 537

dren. (MSE)

ED 297 605

Jain, Nemi C. And Others

International Teaching Assistant Training Seminar at Arizona State University.

Arizona State Univ., Tempe. Communication Research Center.

Pub Date—Feb 88

Note—9p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (San Diego, CA, February 1988).

Pub Type—Reports — Descriptive (141) —
Speeches/Meeting Papers (150)

EDRS Price - MF91/PCBI Plus Pestage.

Descriptors—Classroom Techniques, Course Content, Cultural Education, English (Second Language). Foreign Students, Graduate Students, Higher Education, \*Language Skills, Microteaching, Program Evaluation, Seminars, \*Teacher Education, \*Teaching Assistants, \*Teaching Skills, Training Objectives

Identifiers—Arizona State University

Arizona State University has developed a seminar to train foreign graduate students as teaching assistants. The course meets for three hours once a week, and focuses on three content or skill areas: language improvement, cultural issues, and teaching strategies. Each student must prepare at least four microteaching presentations to be videotsped and evaluated by the students, instructor, and outside experts. The program centralizes information and skill training for this group, but is intended only to enhance and not replace departmental training. It emphasizes small group work and benefits from interdepartmental cooperation. The program's major limitation is the lack of followup from the seminar. White observation of the trainces would be valuable for teacher certification and program improvement,

**RIE JAN 1989** 

it would also take considerable time. An additional drawback is that the seminar does not carry credit, but must be taken in addition to a full-time graduate program and any other student work. The seminar has been found to be effective in improving oral communication and teaching skills among international teaching assistants, thereby contributing to improved teaching. (MSE)

ED 297 606 FL 017 54 The Journal for the Society of Accelerative Learn-ing and Teaching, Volume 11, Numbers 1-4, 1996. FL 017 540

Society for Accelerative Learning and Teaching, Inc.

Society for Accelerative Learning and Teaching, Inc.
Pub Date—86
Note—301p.
Journal Cit—The Journal for the Society of Accelerative Learning and Teaching; v11 n1-4 1986
Pub Type—Collected Works - Serials (022)
EDRS Price - MP01/PC13 Phas Postage.
Descriptors—"Acceleration (Education), Comparative Analysis, Concept Formation, Developmental Studies Programs, Educational Experiments, Elementary Secondary Education, English (Second Language), Foreign Countries, Higher Education, Imagination, international Education, Learning Disabilities, Mathematics Instruction, Mental Retardation, Music Activities, Music Therapy, Neurological Organization, Remedial Reading, Retention (Psychology), Second Language Instruction, Self Concept, Sentence Structure, Study Skills, "Suggestopedia, "Teaching Methods, Vocabulary Development, Writing Instruction, Young Children
Identifiers—East Germany, France, PASCAL Programing Language, United States
The four 1996 issues of the journal on suggestive and socolerative learning and teaching (SALT) include articles on these topics: SALT components in English composition instruction; music therapy for moderately retarded students; the brain and accelerated learning accelerated learning and self-concept; remedial reading, versions of the concert session in suggestopedic instruction used in three countries; SALT and structural analysis in vocabulary instruction; SALT methods and English grammar and punctuation instruction; mobilization of the limbic system; suggestopedic research in East Germany; levels of suggestability in young children; acceleration of concept formation; college developmental mathematics, superlearning and retention; teaching paper characteristics to industrial paper users; the three-fingers technique; imagery as a teacher of study skills; mathematics and learning disabilities; factary journeys and self-concept; the PASCAL computer language with SALT in a large university class; and the transformation of international education. (MSE)

FL 017 541

ED 297 607 PL 017 341 Putrikir, Peter C., Ed. The Governance of Foreign Language Teaching and Learning, Proceedings of a Symposium (Prince-ton, New Jersey, October 9-11, 1987). Consortium for Language Teaching and Learning. Pub Date—Oct 87

Consortium for Language Teaching and Learning. Pub Date—Oct 87

Note—140.

Pub Type—Collected Works - Proceedings (021) EDRS Price - MPDI/PC06 Plus Postage.

Descriptors—Administrator Role, "College Second Language Programs, Department Heads, Educational Researchers, "Educational Technology, Education, Occupational Information, "Private Colleges, "Program Administration, "Research Universities, School Size, Second Language Instruction, Technological Advancement Papers on issues concerning the governance of private research university foreign language programs include: "The Governance of Foreign Language Teaching and Learning" (James S. Nobitit); "Academic Alignments in Language Teaching" (Winfred P. Lehmann); "The Politics of Language Instruction" (James Redfield); "Perceptions of Governance in a Smaller University" (James J. Wrenn); "Language Teaching in Literature Departments: Natural Partnership or Shotgun Marriage!" (Nicolas Shumway); "A Case Study; A Dean for Language Instruction?" (Barbara F. Freed); "Language Teaching: A Case Study; A Dean for Language Instruction?" (Barbara F. Freed); "Language Popartments" (Albert Valdman, Cathy Pons); "Language Departments" (Albert Valdman, Cathy Pons); "Language Departments" (Albert Valdman, Cathy Pons); "Language Departments" and Teaching: An

Administrator's View" (Ward Dennis); "The Technology Explosion-The Teacher's Dilemma" (James W. Marchand); and "New Directions in the Study of Foreign Languages" (Claire Kramsch). Also included are an overview of the symposium, selections from the symposium's transcripts illustrating the range of concerns expressed, and samples of the language used in job descriptions for positions in governance. (MSE)

E.D 297 608 FL 017 542
The International Approach: Learning English through Content Area Study.
LaCuardia Community Coll., Long Island City, NY. International High School.
Pub Date—87

LaGuardia Community Coll., Long Island City, NY. International High School.
Pub Date—87
Note—116p.; A paper based on this report was presented at the Annual Convention of the Teachers of English to Speakers of Other Languages (22nd, Chicago, IL, March 8-13, 1988).
Pub Type—Reports - Descriptive (141)
EDRS Price - MF61/POLS Pias Postage.
Descriptors—"American Studies, Course Descriptions, Cross Cultural Training, "Curriculum Development, English (Second Language), Ethnic Groups, "Experimental Schools, Guidance Programs, High Schools, Inmigrants, individual Development, Intergroup Education, Internabing Programs, Law Related Education, "Limited English Speaking, Mathematics, Nontraditional Education, Physical Education, Physics, Popular Culture, "Program Design, Programs, "School Orientation, Second Language Instruction, Theater Arts, United States Literature, World Literature, Yearbooks Identifiers—"Content Area Teaching Descriptive material about LaGuardia Community College International High School's program reaching English to limited-English-speaking students through content area instruction includes descriptions of individual program elements and courses. Two courses in the integrated learning centre—s course on crientation to school and society, and a course on immigration—are discussed. Two courses in the personnal and career development program are also discussed. One deals with individual characteristics and the other prepares students for internabing. The guide also lists other course material in the following areas: growing up in the 80s, American literature, world literature, yearbook writing, American studies, international studies, human development, physics, sequential mathematics, mathematics fundamentals, criminal justice, physical education, art, music, and theater arts. (DJD)

## HE

HE 020 189

ED 297 609

Memoria de la XXII Reunion Ordinaria de la Asambica General de la ANUIES (Report of the 22nd Mecting of the General Assembly of the National Association of Universities and Institutions of Higher Education) (22nd, Manzanillo, Calina, Maxico, October 1986).

National Association of Universities and Institutes of Higher Learning, Mexico City (Mexico).

Pub Date—86

Note—188p.

Journal Cit—Revista de la Educacion Superior; v15 n4(60) Oct-Dec 1986

Language—Spanish

Pub Type—Collected Works—Serials (022) — Collected Works—Proceedings (021)

EDRS Price—MCollege Planning. \*Educational Assessment, Educational Development, \*Educational Finance, \*Foreign Countries, \*Higher Education, National Programs, \*Public Policy Identifiers—\*Mexico

This serial issue is entirely devoted to the proceedings of the 1986 meeting of the "Asociacion Nacional de Universidades e Institutos de Ensenanza Superior (ANUIES)." Major attention is given to the "Programa Integral Para el Desarrollo de la Educacion Superior (PROIDES)," i.e. a comprehensive program for the development of higher education in Mexico. Topics covered by the proceedings are: national projects, including options for growth of the Institutions of Higher Education (IES), a national organization of educational institutions; training of academic and administrative personnel; economic needs and resources; educational finance; a national system of higher education infor-

mation; evaluation of the higher education system; institutional self-evaluation; evaluation of PROIDES; admission and accreditation studies; adquacy of degrees, the student dropout rate; coordination and improvement of research and postgraduate education; evaluation of open education; diffusion of culture and extension of services; continuing education; audiovisual aids; library services; and the academic and administrative structures of IEE (SW). tures of IES. (SW)

ED 297 610

Governments and Higher Education-the Legitimacy of Intervention. Papers Presented at the Conference on Higher Education (2nd, Toronto, Ontario, Canada, October 23-24, 1986).
Ontario Inst. for Studies in Education, Toronto. Higher Education Group.
Report No.—ISBN-0-7744-9801-3
Pub Date—87
Note—193p.
Available from—Higher Education Group, The Ontario Institute for Studies in Education, 252 Bloor Street West, 9th Floor, Toronto, Ontario, Canada (315.00).
Pub Type—Collected Worten.

Available from—Higher Education Group, The Ontario Institute for Studies in Education, 252 Bloor
Street West, 9th Floor, Toronto, Omtario, Canada
(315,00).
Pub Type—Collected Works - Proceedings (021)
EDRS Price - MF01 Plus Pestage. PC Not Available from EDRS.

Descriptors—Community Colleges, Economic Factors, Educational Finance, "Financial Support,
"Government Role, Higher Education, Political
Influences, "Postaceondary Education, Political
Influences, "Postaceondary Education, Public
Support, "State Aid, State Colleges, State Universities, Tax Allocation
Identifiers—Australia, "Canada, China, Great Britain, Guyana, Tanzania
The following invited addresses and research papers are provided: "The Question of Legitimacy"
(Harry W. Arthurs); "The Historical Perspective"
(H. Blair Neathy); "Politics and Its Limits on Government, Intermediaries and Universities" (Lee
Southern); "State Control of Degree Granting: The
Establishment of a Public Monopoly in Canada"
(Michael L. Skolnik); "Graduate Studies in Ontario:
The Role of the Universities and Governments" (John
Holland and Saced Quazi); "Colleges and Governments—An Evolving Relationship: Government Intervention into the Operations of Community
Colleges in Canada, 1964-1986" (John D. Dennison); "The Political-Economic Record" (Kenneth
Rea); "The British Experience (Mouries and
Tertiary Education: Increased Centralization at
Four Levels" (Grant Harman); "Bi-Lateral and
Multi-Lateral Aid and the University: A chinese
Case Study" (Ruth Hayhoe); "Government and
Tertiary Education: Increased Centralization at
Four Levels" (Grant Harman); "Bi-Lateral and
Multi-Lateral Aid and the University: A chinese
Case Study" (Ruth Hayhoe); "Government and
Tertiary Education: Increased Centralization at
Four Levels" (Grant Harman); "Bi-Lateral and
The Drunkard's Streetlamp (Contexts of Policy Change
in U.S. Teacher Education (Catherine Cornbleth
and Don Adams); "Government Inferencion Associations in Washington: Influencing Government Intervention" (Harland G.

ED 297 611 HE 020 875

ED 297 611
Grellner, Alice, Ed.
Integrating Materials about Women into the Curriculum. Currents: Issues in Education and Human Development, Volume Fire, Number Two.
Rhode Island Coll., Providence. School of Education and Human Development.
Pub Date—87
Note—67p.
Available from—Editor, "Currents," Mann 043, Rhode Island College, Providence, RI 02908 (subscription, \$10.00).
Journal Cit—Currents: Issues in Education and Human Development; v5 n2 Fall 1987
Pub Type—Collected Works - Serials (022)
EDRS Price. —MF01/PCO3 Plus Postage.
Descriptors—\*College Curriculum, "College Instruction, "Curriculum Development, "Femi-

mism, Higher Education, Literature, Models, Oral History, United States Government (Course), "Womens Studies, Writing (Composition), Writing Instruction Ten papers on women's studies are provided, based on three workshops at Rhode Island College on May 20, 1986, September 27, 1986, and May 19, 1987. They include: "Reconceiving the Curriculum To Integrate Women" (Joan Rollins): "Models for Institutional Change" (Marilyn R. Schuster and Suana R. Van Dyne); "Western Women's Studies: Feminist but Ethnocentrie?" (Carolyn Fluehr-Lobban): "Teaching Western Literature from a Feminist Perspective" (Carolyn R. Swift): "Oral Histories of Italian Immigrant Women" (Carmels Santoro); "Journey for Our Times: Their Eyes Were Watching God" (Suzanne Carroll): "English Composition: A Thematic Approach to Writing" (Pauline Woodward); "Syllabus Revision: American Government" (Maureen Romans); "Women in Literature" (Christopher De Sessa); and "Feminist Transformations of the Psychology Curriculum" (Kathryn Quins). References are provided for each paper. (KM)

HE 021 017

ED 297 612

Davis, Barbara G., Ed.
[Training Graduate Student Instructors].
California Univ., Berkeley. Office of Educational Development.
Pub Date—85

Pub Date—3.

Note—11p.; Paper identified by the Task Force on
Establishing a National Clearinghouse of Materials Developed for Teaching Assistant (TA) Train-

Note—11p.; Paper identified by the Task Force on Establishing a National Clearinghouse of Materials Developed for Teaching Assistant (TA) Training.

Journal Cit.—Teaching at Berkeley; n18 Fall 1985 Pub Type—Collected Works - Serials (022) EDRS Price - MP01/POI Plus Poetsigs.

Descriptors—"College Instruction, Departments, English (Second Language), Foreign Students, Grading, "Graduate Students, Grants, Higher Education, Instructional Improvement, School Orientation, "Staff Development, Teacher Evaluation, Teacher Selection, Teacher Supervision, "Teaching Assistants, Teaching Guides, Videotape Recordings Identifiers—"Teaching Assistants, Teaching Guides, Videotape Recordings Identifiers—"Teaching Assistant Training Project, "University of California Berkeley, are considered in this newsietter issue. Administrative changes and ways to improve GSI selection, training, and evaluation are considered, along with proposed changes in graduate student teaching titles, grants to help faculty and departments undertake avairety of training activities; services of the newly-created Office of Educational Development; a campus-wide orientation conference; specialized departmental orientations, GSI handbooks; departmental and campus workshops to provide GSIs support and information; advice offered by faculty members on working with GSIs; methods for providing comprehensive training; special problems faced by GSIs who learned English as a second language; assuring consistency in grading; tips for faculty, departments, and GSIs; resources for foreign TAs to improve spoken English and assist in teaching American students; the goals, formats, and instructional methods of courses required for TAs; videotaping; faculty members who have received grants to improve teaching and learning; and a program to recognize outstanding contributions by GSIs. (SW)

HE 021 020

New York Page 1 Page 1

in Date—May 85 lote—41p.; Paper identified by the Task Force on Establishing a National Clearinghouse of Materi-als Developed for Teaching Assistant (TA) Train-

als Developed for Teaching Assistant Project, "University of Washington Assistants and Assistant Characteristics and Assistant Characteristics and Assistant Characteristics, and Assistant Characteristics, Students, Higher Education, Instructional Improvement, Language Skills, Skill Development, Staff Development, Staff Development, Staff Characteristics, Student Evaluation of Teacher Performance, Teaching Assistants Identifiers—"Teaching Assistant Training Project, "University of Washington The initial phase of the University of Washing-

ton's International Teaching Assistant Training (ITA) Training Program is discussed. In addition to collecting demographic data for ITAs, English proficiency and student ratings of ITAs were assessed in order to design the training program. The pilot group was extremely diverse in background and performance. Length of time in the United States, English language fluency, teaching experience, educational background, as well as assigned teaching assistant roles and level of responsibility varied extensively. A training program (including a week-long workshop in September, quarter-long seminars during fall and winter quarters, tutorials, videotape critiques, and in-class observations) was designed to meet the specific instructional needs of this diverse group. Re-assessment of spoken English in March, along with student rating information, evidence substantial gains in fluency for most participants and indicated positive correlation between the level of spoken English and undergraduate student satisfaction. Progress in tutorials and in-class observations also indicated improved teaching performance form most individuals. The content and scheduling of training activities are specified. (Author/SW)

scheduling of training activities are specified. (Author/SW)

ED 297 614

T.A. Training Planning Meeting, May 20, 1996.
Center for Instructional Development and Research.
Washington Univ., Seattle. Center for Instructional Development and Research.
Pub Date—20 May 86
Note—25p.; Paper identified by the Task Force on Establishing a National Clearinghouse of Materials Developed for Teaching Assistant (TA) Training. Best copy available.
Pub Type—Collected Works - Proceedings (021) —
Guides - Classroom - Teacher (052)
EDRS Price - MFBI/PCM Plus Postage.
Descriptors—Conferences, Consultation Programs, Course Evaluation, Foreign Students, "Gradunte Students, Higher Education, "Instructional Improvement, Research Projects, School Orientation, Small Group Instruction, Staff Development, Teacher Effectiveness, "Teaching Assistants, Videotape Recordings, Writing Instruction
Identifiers—"Teaching Assistant Training Project, "University of Washington
Materials from a spring 1986 teaching assistant (TA) planning meeting held at the University of Washington are presented. The training meeting was sponsored by the Center for Instructional Development and Research (CIDR). Contents include:
a list of workshops; a timeline for planning TA orientation activities; information on UIR print materials, information on using videos to enhance instructional, booklets to facilitate the three video-apse (the graduate TA role, distinguished teachers on teaching, and encounters with teaching; a list of the types of instructional assistance available to TAs from the CIDR; a summary of the use of small groups for instructional purposes; consultation services provided by CIDR on student writing: a summary of the International Teaching Assistant Project; information on CIDR videotape facilities and services; a description of the small group in instructional diagnosis (class interview) method of course evaluation; descriptions of selected research that is being undertaken by CIDR; and selected journal articles. (SW)

HE 021 026

Nyquist, Jody D. CIDR: A Small Service Firm within a Research

University,
Washington Univ., Seattle. Center for Instructional
Development and Research.
Pub Date—86
Note—26p.; Paper identified by the Task Force on
Establishing a National Clearinghouse of Materials
Developed for Teaching Assistant (TA) Train-

ing.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—"College Instruction, "Consultation
Programs, Departments, "Faculty Development,
Graduate Students, Higher Education, "Instructional Improvement, Research and Development
Centers, Research Universities, Teacher Effectiveness, "Teaching Assistants
Identifiers—"Teaching Assistant Training Project,
"University of Washington
A small service firm approach to assist instructors
and departments improve the quality of instruction

at the University of Washington is discussed. Attention is directed to basic assumptions underlying the instructional development program at the University's Center for Instructional Development and Research (CIDR). One assumption is that an effective instructional faculty and development program must reflect the culture and values of the institution. A second assumption about the instructional and faculty development program is that it should be applied to the problems that faculty encounter in their daily teaching lives. A discipline-specific philosophy is followed to assist departments in their efforts. CIDR analyzes instructional needs, provides alternatives, assists with implementation strategies, and assesses results. Viewing CIDR as a small service firm led to the following ideas about its functions to meet the needs of clients, to provide quality encounters between CIDR staff and instructors, to establish high visibility, and to monitor client satisfaction. (SW)

ED 297 616 HE 021 184

ED 277 616 HB 021 184 Simmons, Dexter D. Converting Bowling Balls into Apples and Maca. Association of College Unions-International, Bloomington, IN. Pub Date—Jan 88

Note-5p. Available from Note—3p.

Available from—Association of College Unions-International, 400 E. Seventh Street, Bloomington, IN 47405 (34.00).

Journal Cit—ACU-I Bulletin; v56 nl p4-7 Jan 1988

Pub Type—Reports—Descriptive (141) — Journal Articles (080)

EDRS Pries—MP01/PC01 Plus Postage.

Descriptors—Budgets, "Building Conversion, "Facility Improvement, Higher Education, "Laboratories

Descriptors—Budgets, "Building Conversion, "Facility Improvement, Higher Education, "Laboratories"
Conversion of a University of Oregon bowling center into a computer laboratory by the college union is discussed. Located in a renovated former bowling center, the Erb Memorial Union Computer bowling center, the Erb Memorial Union Computer bowling center, the Erb Memorial Union Computer Lounge is a self-supporting campus computer laboratory. User fees are charged for on-site computer rentals, laser printing, color plotting, and typesetting services. To achieve the goal to provide state-of-the-art computer rentals for students, faculty, and staff, a local area network has been used to share software, printers, campus mainframes, and lab management control. Descriptions are provided of the main lab, the control desk, and additional equipment. Information is provided on hardware such as Sixteen Apple Macintosh Plus's, 10 Kaypro PC 10's, and three Apple 2e's. It is noted that demand has pushed the computer lounge to the limit of its computer saccess capacity. The result is that users are forced to sign a waiting list or make reservations far in advance. Additions to existing equipment has enabled the computer lounge to grow from a user base of 3,000-plus students to 4,000-plus students. Included is the computer lounge budget showing 2 school years. (SW)

ED 297 617

Parrino, Susun L. Gullup, Theresus
Greek Life on Campus. How Will a Changing
Society Affect It?
Association of College Unions-International, Bloomington, IN.
Pub Date—Jan 88
Note—4p.
Available from—Association of College Unions-International, 400 E. Seventh Street, Bloomington.
IN Artacle 55.4 a.m.

Available from—Association of College Unions-In-ternational, 400 E. Seventh Street, Bloomington, IN 47405 (34.00) Journal Cit—ACU-I Bulletin; v56 n1 p13-14,29 Jan 1988

1982

Pub Type— Journal Articles (080) — Reports Evaluative (142)

EDRS Price - MP91/PC01 Plus Postage.
Descriptors— \*College Students, \*Fraternities,
Higher Education, \*School Demography, Social
Organizations, \*Sororities, \*Student Organiza-

tions

The future of Greek letter organizations on campus and the effects of demographic trends and societal changes are considered. In the last decade, Greek membership has increased despite the decrease in students between the ages of 18 and 24 entering college full-time. Greek chapters are primarily at four-year institutions and their members are mainly the traditional age full-time students. In 1934 more than 55% of students in higher education were at community colleges, and nearly 43% were enrolled part-time. There has also been a decline in freshmen entering college directly from high school.

Demographic trends also affect residence halls, which in turn affect Greek membership. Greek chapters are suffering from a lack of alumni to provide guidance, financial support, and networking. Topics of concern include: the influence of little sister little brother organizations as adjuncts to collegiate sorroities and fraternities; the use of gender education to improve the image of Greek chapters; the academic aspects of student life; and the problems of substance and alcohol abuse among Greek chapter members. (SW)

HE 021 294

Chapter members. (SW)

ED 297 618

Guidelines on the Uses of College Board Test
Scores and Related Data.

College Board, New York, NY.

Pub Date—88

Note—17p.

Available from—The College Board, 45 Columbus
Ave, New York, NY 10023-6992.

Pub Type—Guides - Non-Classroom (035)

EDBS Price - MF61/PO31 Plus Pestage.

Descriptors—Academic Standards, \*Achievement
Tests, College Admission, College Credits, Counseling, Higher Education, \*Scores, \*Standardized
Tests, Student Placement, Student Recruitment,
\*Test Interpretation, Test Validity
Identifiers—\*College Entrance Examination Board
The purpose of these guidelines is to highlight
proper and beneficial uses of College Board test
scores and related data and to caution against uses
that are inappropriate. The guidelines describe the
College Board's responsibilities and those of users of
the test scores. Other topics addressed include: use
of test scores in counseling, recruiting of students,
college admissions, placement and credit; and
avoiding the misuse of test scores. The use of aggregate scores is also addressed to clarity the appropriate use of average scores and other aggregate score
data and to describe the limitations of using average
scores to compare the overall effectiveness of educational institutions. Names of members of the
Council on Entrance Services are also provided.
(KM)

LaNoue, George R. Lee, Barbore A.

Discrimination Litigation in Academe: Effects on Institutions and Individuals.

American Association for Higher Education, Washington, D.C.

ington, D.C.

Spons Agency—Teachers Insurance and Annuity
Association, New York, NY. College Retirement
Equities Fund.
Pub Date—87
Note—19p.
Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036
(83.00). pont Ci (\$3.00).

can Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036 (\$3.00). Pub Type—Reports - Descriptive (141) — Reports - Research (143)
EDRS Price - MF91/PC01 Plus Pestage.
Descriptors—Administrative Problems, Administrator Attitudes, Black Teachers, College Administration, According to the Courts, Higher Education, Legal Costs, \*Racial Discrimination, \*Sex Discrimination, \*Facial Discrimination, Sex Discrimination, Esqual Opportunities (100s), Federal Courts, Higher Education, Legal Costs, \*Racial Discrimination, Sex Discrimination, Sex Discrimination, Sex Discrimination, Sex Discrimination, Sex Discrimination in tigation on the parties and their institutions. Two nationwide surveys were conducted, one of plaintiffs and one of university counsel. Six major lawsuits against colleges and universities were investigated by interviewing the plaintiffs and persons in their support networks, defendant faculty and administrators, and attorneys and judges. In addition, all academic employment-discrimination cases litigated in federal courts between 1972 and 1984 were reviewed to determine the win/loss record and the types and nature of the claims. From these data, conclusions are presented about the individual and institutional consequences of this litigation, and suggestions are offered to academic discrimination litigation; consequences for plaintiffs; career consequences; consequences for institutions and their leaders; and implications for academic leaders, including criteria for making the litigation decision and alternatives to litigation. (KM)

ED 297 620

HE 021 298

The Absorbing Errand.
Pub Date—10 Mar 88
Note—16p.; Paper presented at the American Association of Higher Education National Conference on Higher Education (Washington, DC, March

on Higher Education (Washington, DC, March 9-12, 1988).
Pub Type—Speeches/Meeting Papers (150) —
Opinion Papers (120)
EDRS Price - MPOL/PCOI Plus Postage.
Descriptors—"Academic Education, "College Faculty, Educational Environment, Higher Education, "Itel Satisfaction, "Scholarship, "Teacher Attitudes, Teacher Role
A study is reported in which the career satisfaction and sense of personal reward of college professors was examined. The study affirmed the value of the academic life felt by the respondents and revealed the capacity of the two primary tasks of teaching and research to commit individuals to the academic cause and thereby infuse life with meaning. The results of this study are examined in relationship to other studies of academic life and works concerning a sense of calling in life, intrinsic versus extrinsic orientation, idealism, and the source of happiness in life. The conditions in higher education that undermine these feelings are reviewed: part-time work among college faculty, a weakening of the intellectual core of academic work (the simplification of academic work that empties it of advanced content), and the lack of material rewards. Basic reform in higher education is called for to reverse these conditionss. (KM)

ED 297 621 HE 021 302 Blackburn, Richard D. Back to Basics: Unions Reaffirms Their Campus

Roles.

Association of College Unions-International, Bloo-

mington, IN. Pub Date—Mar 88

Note—69.

Available from—Association of College Unions-International, 400 E. Seventh Street, Bloomington, IN 47405 (\$4.00).

Journal Cts—ACU-I Bulletin; v56 n2 p12-16 Mar

Pub Type— Journ scriptive (141) Journal Articles (080) - Reports - De-

Pub Type—Journal Articles (080) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Students, Competition, \*Bducational Environment, Extracurricular Activities, Higher Education, \*Organizational Objectives, Personnel Selection, Recreation, Role Perception, School Business Relationship, School Safety, \*Student College Relationship, \*Student Personnel Services, \*Student Unions
The role of the college student union is discussed in this review of what makes a union successful. It is suggested that the truly successful one combines the concepts of unifying force, common meeting ground, and community in order to educate as well as generate revenue. Issues considered include: hiral programs and community in order to educate as well as generate revenue. Issues considered include: hiral programs to combat racism and changing demographics of college student bodies; facility space; bars on alcohol; safety and security susues (e.g., date rape, AIDS, smoking bans); food service; revenue generation services (e.g., copy centers, video stores); and outlook for the future. (LB)

ED 297 622 HE 021 303

Scott, Dick
Working with Gay and Lesbian Students.
Association of College Unions-International, Bloomington, IN.
Pub Date—Mar 88

Note—5p.
Available from—Association of College Unions-International, 400 E. Seventh Street, Bloomington, IN 47403 (34.00).
Journal Cit—ACU-I Bulletin; v56 n2 p22-25 Mar 1988

1988
Pub Type— Opinion Papers (120) — Journal Articles (080)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Attitude Change, \*College Students,
Higher Education, \*Homosexuality, \*Sex Differences, Sexuality, \*Social Development, Social
Discrimination, Student Organizations, \*Student Personnel Services, Student Rights, Student University

Homosexual college student issues of significance to college student union and student activities pro-fessionals are discussed. It is suggested that the

knowledge base should include an understanding of various theories of sexual orientation development, the unique developmental tasks that gay men and lesbians face, legal anctions and rights, and the AIDS epidemic. Developmental tasks identified have to do with: coming out; positive self-concept; primary relationships; homophobia and harassment; printing out; positive self-concept; primary relationships; homophobia and harassment; or the campus environment include institutional policies personnel stitiuteds and harasment. The colicies personnel stitiuteds and harasment. The colicies personnel stitiuteds and harasment. cies, personnel attitudes, and harasament. The col-lege union and student activities staffs can provide lege thron and student current states and po-guidance for student organizations, topics in lec-tures or films, campus leaders' education, and read-ing room offerings to help both gay and non-gay students. Contains 12 references. (LB)

HE 021 426 ED 297 623 ED 27 043 HE 021 426
Lodewijks, J. G. L. C.
Utilization and Research Programming: Major
Concerns of Educational Policy Oriented Re-search for the '30s.
Council for Cultural Cooperation, Strasbourg

(France).

Report No.—DECS/Rech-(87)-43

Pub Date—1 Oct 87

Note—20p.; Paper prepared for a Colloquy of Directors of Educational Research Institutions (Strasbourg, France, September 24-25, 1987).

Pub Type—Opinion Papers (120) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF0L/PCD1 Plus Postage.

Descriptors—Administrative Policy, "Educational Policy, Educational Research, Higher Education, Information Utilization, "Policy Formation, Program Development, Research Needs, Research Opportunities, "Research Problems, "Research Utilization Identifiers—"Netherlands

Identifiers—"Netherlands
Educational policy research is discussed as it concerns the utilization and programming of research.
Following a brief review of the development of the educational research system, Part I discusses the following utilization concerns: the gap between research and policymakers; the relationship of organizational setting to utilization (comparing instrumental and conceptual use of information); the use of scientific knowledge and the policy-making work flow; and limitations to utilization. Part 2 describes research utilization and programming in the Netherlands: the national Institute for Educational Research (SVO) and the Dutch educational support structure; a short history of educational retional Research (SVO) and the Dutch educational support structure; a short history of educational research programming; SVO's research programs for educational policy and practice; and programming steps (inventory of research needs, problem survey, development of SVO research program documents, research contracting, and execution and monitoring). Part 3 identifies several dilemmas and concerns, including: improvement of certain research stills; the relationship of policy research to the characteristics of the organization that will use the outcomes; and the need for international cooperation and exchange. Contains 9 references. (KM)

ED 297 624 HE 021 536

de los Santos, Alfredo G., Jr., Ed.
From Access to Achievement: Strategies for Urban
Institutions. Proceedings from a National Invitational Conference (Los Angeles, California, November 15-17, 1987).
Amprican Council

American Council on Education, Washington, D.C.; Education Commission of the States, Denver, Colo.; National Center for Postsecondary

D.C.; Education Commission of the States, Denver, Colo; National Center for Postsecondary Governance and Finance, College Park, MD. Spons Agency—Ford Foundation, New York, N.Y.; Office of Educational Research and Improvement (ED), Washington, D.C. Pub Date—Nov 87 Note—241p.
Available from—National Center for Postsecondary Governance and Finance, CSS Building, Room 4114, University of Maryland, College Park, MD 20742.
Pub Type—Collected Works - Proceedings (021)—Reports - Research (143)
EDRS Price - MP01 Plus Postage. PC Not Available from EDRS.
Descriptors—"Academic Achievement, "Access to Education, Administrative Policy, American Indians, Asian Americans, Black Students, College Enculty, Colleges, Community Colleges, Court Litigation, Demography, Educational Environment, Educational Policy, Educational Coulity, "Enrollment," Equal Education, Ethnic Groups, Higher Education, Hispanic Americans, "Minority Groups, Univer-RIE, JAN 1989

An overview is provided of the discussion at the conference, as well as edited versions of the keynote address and nine commissioned papers prepared as background for the working sessions: "Achieving Quality and Equality" (Donald M. Stewart); "Financial Aid and Ethnic Minorities" (Jacob O. Stampen and Robert H. Fenske); "Minority Education Opportunities Mixed and Qualified Messages of Recent Supreme Court Decisions" (Monique Weston Clague); "Demographic Facts and Educational Consequences in the Five Southwestern States" (Leobardo F. Estrada); "Minority Degree Achievement and the State Policy Environment" (Patrick Callan); "Four-Year College and University Environments for Minority Degree Achievement of Minorities: The Community College Environments (Arthur M. Cohen); "Improving Black Student Access and Achievement on U.S. Higher Education" (Walter R. Allen); "Faculty Issues Affecting Minorities in Higher Education" (James E. Blackwell); and "Administrative Commitments and Minority Enrollments: College President's Goals for Quality and Access" (Robert Birnbaum). References are provided for individual papers. (KM)

ED 297 625

ED 297 625

FD 297 625

FD 297 625

FD 297 625

FD 297 625

HE 021 541

Flanacial Aid for Minorities in Engineering and Science.

Garrett Park Press, Md.

Report No.—ISBN-0-912048-57-3

Pub Date.—87

Note—62p.; For related documents, see HE 021 542-546.

Available from—Garrett Park Press, P. O. Box 190B, Garrett Park, MD 20896 (54.00).

Pub Type—Reference Materials—Directories/Catalogs (132) — Guides - Non-Classroom (055)

EDRS Price - MP01 Plus Postage. PC Not Available from EDRS.

Descriptors—Agricultural Engineering, American Indians, Architectural Education, Biological Sciences, Black Students, Chemical Engineering, Civil Engineering, Demand Occupations, Eligibility, "Engineering Education, Enrollment, Ethnic Groups, Fellowships, Geology, Grants, Higher Education, Hispanic Americans, Majors (Students), Marine Biology, Mathematics Education, Meteorology, Mining, "Minority Groups, Nuclear Physics, Physics, Psychology, Scholarships, "Sciences, Sociology, Student Employment, "Student Financial Aid, Student Loan Programs, Zuology Identifiers—Aeronautical Engineering, Atmo-

dent Pinancial Aid, Student Loan Programs, Zoology
Identifiers—Aeronautical Engineering, Atmospheric Sciences, Electrical Engineering, Nuclear
Engineering, Petroleum Engineering, Nuclear
Engineering, Petroleum Engineering, Nuclear
This directory of financial aid sources for minority
students majoring in engineering or scientific fields
includes the following types of information: (1)
summary and description of the field, including college enrollment statistics, degrees awarded, demand
for graduates (including salary ranges), and definitions of major fields; (2) directory of financial aid
programs that assist minority group students with
scholarships, fellowships, loans or other financial
aid (each directory entry provides the name and
address of the organization and a brief description
of the type of aid provided and any special restrictions or requirements); (3) a list of associations and
other organizations in these fields offering additional assistance to students; and (4) a list of books
and other resources. An index by major field is also
provided. (XM)

ED 297 626

Planacial Aid for Minorities in Education.

Garrett Park Press, Md.

Report No.—ISBN-0-912048-57-3

Pub Date—87

Note—49p.; For related documents, see HE 021

541-546.

541-546.

Available from—Garrett Park Press, P. O. Box 190B, Garrett Park, MD 20896 (\$4.00).

Pub Typo—Reference Materials - Directories/Catalogs (132) — Guides - Non-Clasaroom (055)

EDRS Price - MP01 Plus Postage, PC Not Available from EDRS.

Descriptors—American Indians, Asian Americans, Black Students, \*Education Majors, Eligibility, Enrollment, Ethnic Groups, Fellowships, Grants, Higher Education, Hispanic Americans, Internship Programs, \*Minority Groups, Scholarships, \*Student Financial Aid, Student Loan Programs, \*Student Financial Aid, Student Loan Programs,

Teacher Supply and Demand

This directory of financial sid sources for minority students majoring in education includes the foilowing types of information: (1) summary and description of the field, including college enrollment statistics, demand for graduates (by educational level an subject area); (2) directory of financial sid programs that sasist minority group students with scholarships, fellowships, loans or other financial sid (each directory entry provides the name and address of the organization and a brief description of the type of aid provided and any special restrictions or requirements); (3) a list of associations and other organizations in these fields offering additional assistance to students; and (4) a list of books and other resources; and (5) a list of minority vita banks. A subject index is also provided. (KM)

ED 297 627 Financial Aid for Minorities in Busin Garrett Park Press, Md. Report No.—ISBN-0-912048-55-7 HE 021 543

Available from—Garrett Park Press, P. O. Box 190B, Garrett Park, MD 20896 (\$4.00). Pub Type—Reference Materials - Directories/Cat-alogs (132) — Guides - Non-Classroom (055) EDRS Price - MP01 Plus Postage. PC Not Avail-able from EDRS.

EDRS Price - MP01 Plus Postage. PC Not Available from EDRS.

Descriptors—Accounting, American Indiana, Asian Americans, Black Students, \*Business Administration Education, Computer Science, Demand Occupations, Eligibility, Enrollment, Ethnic Groups, Fellowships, Finance Occupations, Grants, Higher Education, Hispanic Americans, Human Relations, Information Technology, \*Legal Education (Professions), Majors (Students), \*Minority Groups, Scholarships, Student Employment, \*Student Financial Aid, Student Loan Programs
This directory of financial aid sources for minority students majoring in business (including accounting, finance, human relations, information services, marketing and production) or law includes the following types of information: (1) summary and description of the fields, including college enrollment statistics, demand for graduates, and definitions of the fields and specialty areas; (2) directories of financial aid programs that assist minority group students with scholarships, fellowships, loans or other financial aid (each directory entry provides the name and address of the organization and a brie description of the type of aid provided and any special restrictions or requirements); (3) list of associations and other organizations in these fields offering additional assistance to students; and (4) lists of books and other resources. A subject index is also provided. (KM) provided. (KM)

ED 297 628
HE 021
Financial Aid for Minorities in Health Fields.
Garrett Park Press, Md.
Report No.—ISBN-0-912048-53-0
Pub Date—87 HE 021 544

lote—60p.; For related documents, see HE 021 541-546.

Note—60p.; For related documents, see HE 021 541-546.
Available from—Garrett Park Press, P. O. Box 190B, Garrett Park, MD 20896 (\$4.00).
Pub Type—Reference Materials—Directories/Catalogs (132) — Guides—Non-Classroom (055)
EDRS Price—MF01 Plus Postags, PC Not Available from EDRS.
Descriptors—\*Allied Health Occupations Education, American Indians, Black Students, Demand Occupations, Dentistry, Dietitians, Eligibility, Enrollment, Ethnic Groups, Fellowships, Grants, \*Health Occupations, Higher Education, Highericans, Health Occupations, Higher Education, Highericans, Postagora, Wajors (Students), Medical Education, "Minority Groups, Nurning Education, Nurtison, Occupational Therapy, Optometry, Pharmacy, Physical Therapy, Physicians Assistants, Scholarships, \*Student Financial Aid, Student Loan Programs, Veterinary Medical Education
This directory of financial aid sources for minority students majoring in health or health-related fields includes the following types of information: (1) summary and description of the fields, including college enrollment statistics, demand for graduates, including salary ranges, and definitions of the fields and specialty areas; (2) directory of financial aid programs that sasist minority group students with scholarships, fellowships, Jonan or other financial aid (each directory entry provides the mame and

address of the organization and a brief description of the type of aid provided and any special restrictions or requirements); (3) a list of associations and other organizations in these fields offering additional assistance to students; and (4) a list of books and other resources. A subject index is also pro-

ED 297 629

HE 021 545

Flanacial Aid for Minorities: Awards Open to
Students with Any Major.

Garrett Park Press, Md.

Report No.—ISBN-0-912048-52-2

Pub Date—87

Note—70p.; For related documents, see HE 021

541-546.

Available from—Garrett Park Press. P. O. Box

Note—70p.; For related documents, see HE 021 541-346.
Available from—Garrett Park Press, P. O. Box 190B, Garrett Park, MD 20896 (34.00).
Pub Type—Reference Materials—Directories/Catalogs (132) — Guides—Non-Classroom (055)
EDRS Price—MP01 Plus Pustage. PC Not Available from EDRS.
Descriptors—American Indians, Asian Americans, Black Students, Demand Occupations, Eligibility, Enrollment, Ethnic Groups, "Pederal Aid, Federal Programs, Fellowships, Grants, Higher Education, Hispanic Americans, "Majors (Students), "Minority Groups, Scholarships, "Student Financial Aid, Student Loan Program, Student Financial Aid, Student Loan Program, Student Financial Students Program, Perkins Loan Program, Supplemental Educational Opportunity Grants
Tris directory of financial aid sources for minority students with any major includes the following types of information: (1) a summary and description of the fields, including college earollment statistics, the costs of higher education, definitions of types of information: (3) a description of federal student financial aid programs; (4) a list of other sources of information of financial aid and colleges; and (5) a glossary of financial aid terminology. (KM)
ED 297 630

ED 297 630 Financial Aid for Minorities in Jou Communications. HE 021 546

Communications.
Garrett Park Press, Md.
Report No.—ISBN-0-912048-56-5
Pub Date—88

lote-51p.; For related documents, see HE 021 541-545.

Note—51p.; For related documents, see HE 021 341-345.
Available from—Garrett Park Press, P. O. Box 190B, Garrett Park, MD 20896 (34.00).
Pub Type—Reference Materials—Directories/Catalogs (132)—Guides—Non-Classroom (055)
EDRS Price—MP01 Plus Postage. PC Not Available from EDRS.
Descriptors—American Indians, Asian Americans, Black Students, Demand Occupations, Eligibility, Enrollment, Ethnic Groups, Fellowships, Grants, Higher Education, Hispanic Americans, Journalism, \*Journalism Education, Majors (Students, \*Mass Media, \*Minority Groups, Scholarships, \*Student Financial Aid, Student Loan Programs This directory of financial sid sources for minority students majoring in journalism or mass communications includes the following types of information:
(1) summary and description of the fields, including college enrollment statistics, demand for graduates, including starting salaries, and definitions of fhe fields and specialty areas; (2) directory of financial aid programs that assist minority group students with scholarships, fellowships, loans or other financial aid; each directory entry provides the name and address of the organization and a brief description of the type of aid provided and any special restrictions or requirements; (3) a list of associations and other organizations in these fields offering additional assistance to students; and (4) a list of books and other resources. A subject index is also provided. (KM)

ED 297 631
Clemons, Michael L. Nojun, Mehran
The Practice of Institutional Research: Perception
vs. Reality.
Pub Date—May 87
Note—45p.; Paper presented at the Annual Forum
of the Association for Institutional Research
(27th, Kansas City, MO, May 3-6, 1987).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MP01/PC02 Plus Pestage.

Descriptors—Administrative Problems, "Administrator Attitudes, "College Planning, Databases, Data Collection, Educational Finance, Enrollment Projections, Higher Education, Information Dissemination, "Institutional Research, Mail Surveys, "Research Needs, Resource Allocation A pilot study was conducted for examine the beliefs of Institutional Research (IR) managers and senior administrators concerning the function, purpose and priorities of IR; determine if beliefs have been translated into practice; ascertain the extent of congruence between perceptions and beliefs held at each level of management; and examine whether the beliefs of IR managers and current practices are consistent with what senior administrators believe should be the role of IR. Using a population of university centers and arts and sciences institutions in large, multi-campus, state-supported systems, 33 surveys were administered, 17 to IR managers (100% response rate) and 16 to senior administrators (64.7% response rate) and 16 to senior administrators (64.7% response rate). Results included the following; (1) only 26.7% of IR managers and 54.5% of senior administrators believe that general institutional expectations are realistic and clear; (2) only 37.6% of IR managers and 54.5% of senior administrators believe that faculty members possess a positive perception of IR; (3) both groups believe that IR functions should include data collection, analysis and dissemination; state and federal reporting, policy-oriented research, serving as a clearinghouse for data, defining the institutional database and projecting enrollment; and (4) 100% of senior administrators and 73.3% of the IR managers believe that IR should measure outcomes. Data are provided in four tables. Contains 10 references. (KM)

HE 021 591 ED 297 632

Adams, Hazard The Academic Tribes, Second Editi-Report No.—ISBN-0-252-01441-3

Adams. Hazard
The Academic Tribes. Second Edition.
Report No.—ISBN-0-252-01441-3
Pub Date—88
Note—185p.
Available from—University of Illinois Press, 54
East Gregory Drive, Champaign, II. 61820
(\$21.95 cloth-15BN-0-252-01441-3; \$8.95 paper-15BN-0-252-06000-8).
Pub Type—Books (010) — Opinion Papers (120)
Document Not Available from EDRS.
Descriptors—Academic Deans, "Administrator Attitudes, "College Administration, College Facculty, "Paculty College Relationship, "Group
Behavior, Group Dynamics, Higher Education,
Intellectual Disciplines, Political Influences,
Teacher Administrator Relationship
Academic life and politics are discussed in terms
of certain principles of tribal behavior that are propounded, on the basis of personal observation, to
certain principles of tribal behavior docllege
faculty and administrators and of academic life in
general. The discussion is comprised of the following chapters: "A Primer of Academic Politics";
"Stereotypics"; "Tribes: Les Pura et les Appliques'
(tribes: the pure and the applied); "Rites de Passage
(rites of passage): Coming of Age in Academe',
"The Rhythm of the Year: Solar Rituals"; "Styles
and the Decay of Style;" "Bureaucriticism: What's
Wrong and Why It lan't Likely To Be Fixed"; and
"Confessio Amantis" confession of a lover). Three
cassays are appended: "A Political Primer for the
Chair of English: Form and Content"; "How Departments Commit Suicide"; and "Definition andlas Survival." (KM)

ED 297 633

ED 297 633 HE 021 599

ED 297 633

Bury, Edwards

The Economic Impact of Georgian Court College
on the Local Economy.

Georgian Court Coll., Lakewood, NJ.

Spons Agency—New Jersey State Dept. of Higher
Education, Trenton.

Pub Date—May 87

Vote 109.

Pub Date—May a/
Note—39p.
Pub Type— Reports - Evaluative (142) —
Tests/Questionnaires (160)
Tests/Questionnaires (160)
Descriptors—"Church Related Colleges, Educational Finance, Expenditures, Higher Education, Liberal Arts, Mission Statements, Private Colleges, Questionnaires, \*School Community Related

Liberal Arts, Mission Statements, Private Colleges, Questionnaires, \*School Community Relationship Identifiers—"Economic Impact, \*Economic Influences, \*Georgian Court College NJ This analysis initiates Georgian Court College administrative effort to assess the impact of the college on the local economy. As sources of economic impact, specific attention is given to: number of per-

sons employed by the college; amount of money expended by the college (salaries, locally delivered goods and services, and locally produced utilities); amount of money expended locally by administrators, faculty and students; and amount of local property taxes paid by the college. The study also examines the effect of college-related enterprises, college banking practices, and local purchases by local businesses in support of their college-related business volume. The study is intended to serve as a model for periodic measurement of these and other local economic impacts. Following a profile of the institution and the local economy, the literature on the subject is reviewed, and the multiplier concept and the college as a participant in the local economy are discussed. Supporting data concerning college statistics and the demographics and economic indicators are summarized. The college's mission statement and a data collection guide are appended. The document concludes with an annotated bibliography of 18 items and 16 additional references. (KM)

ED 297 634

A Collection of Papers on Self-Study and Institutional Improvement.

North Central Association of Colleges and Schools, Chicago, IL. Commission on Institutions of Higher Education.

Pub Date—88

Note—252p. Prepared for the program of the Commission on Institutions of Higher Education at the Annual Meeting of the North Central Association of Colleges and Schools (937d, Chicago, IL, March 6-8, 1988).

Available from—North Central Association, 159 N.

March 6-8, 1988).

Available from—North Central Association, 159 N.
Dearborn, Chicago, IL 60601 (\$10.00).

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC11 Phus Postage.

Descriptors—"Accreditation (Institutions), Administrative Organization, College Administration, exclude Planning. \*Evaluation Circiris, \*Evaluation Methods, Graduate Study, Higher Education, \*Institutional Evaluation, Liberal Arts, Needs Assessment, Organizational Objectives, \*Self Evaluation (Groups), Two Year Colleges, Vocational Education

Identifiers—External Evaluation, \*Site Visits

Identifiers-External Evaluation, \*Site Visits Identifiers—External Evaluation, "Site Visits
This collection of 77 papers consists of the following 16 chapters and sample papers: (1) The New General Institutional Requirements ("What Does the Commission Expect from the Institution's Governing Board?" by Jane F. Earley and "The Role of the Faculty in Program Development," by Frederick Crosson); (2) "Overview on the General Institutional Requirements and the Interrelationship of the Evaluative Criteria" for vocational-technical institutes by James S. Biddle, two-year institutions by tional Requirements and the Interrelationship of the Evaluative Criteria" for vocational-technical institutes by James S. Biddle, two-year institutions by Nancy C. DeSombre, and graduate institutions by Don E. La Tourettey; (3-6) Evaluative Criteris (four chapters, with 21 papers); (7) Workshop for Self-Study Coordinators (The Self-Study Plan: The Blueprint for a Quality Institutional Assessment," by Edward W. Holzapfel, Jr.); (8) Using the Self-Study Process for Institutional Improvement (Self-Study Process for Institutional Improvement (Self-Study Process for Institutional Renewal and Change," by David J. Mason); (9) Data Collection: Using Locally Developed Instruments to Assess Your Institution," by Denis Roark); (10) Writing the Self-Study Report (three papers by Terry Hetrick, Earl R. Alton, and Robert Chaffin and Thomas Herzing); (11) Making the Most of the On-Site Visit (two papers by Sigfredo Maestas and Jerry Alexandery, (12) After land He Visit: Ongoing Self-Study and Institutional Improvement (two papers by Gary Justice and Ruth M. Roberts); (13) Single Purpose Institutions: Special Challenges (Nursing Education in Transition, by Kathleen Hogan); (14) Institutional Computs," by Kathleen Hogan); (14) Institutional Good Practices (Institutional Commitment to Cultural Diversity," by Zelema Harris and "Adjunct Faculty," by Prenda Marshall Beckman); (16) Selected Papers on Self-Study and Institutional Improvement (Measuring General Education Outcomes" by Patricia D. Murphy). General Institutional requirements and evaluative criteria for accreditation and candidacy are appended. (KM)

ED 297 635 HE 021 602 Peng, Samuel S. Attainment Status of Asian Americans in Higher

Center for Education Statistics (OERI/ED), Washington, DC.
Pub Date—Apr 88
Note—32p; Paper presented at the Conference of the National Association for Asian and Pacific American Education (Denver, CO, April 7-9,

Pub Type — Reports - Research (143) — Speeches/-Meeting Papers (150)

1988).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF91/PC02 Plus Postage.
Descriptors—"Academic Achievement, Academic
Persistence, "Asian Americans, "College Students, Degrees (Academic), "Enrollment Trends,
Ethnic Groupa, Graduate Study, Higher Education, Majors (Students), Minority Groups, "Pacific Americans
A synthesis is presented of national data describing the status of Asian Americans in higher education. Thirteen tables provide data on enrollment
rends, degrees earned by major fields and persistence and progress in college. The statistics provided are for Asian or Pacific Islanders, as
compared to non-Hispanic White, non-Hispanic
Black, Hispanic, American Indian or Alaskan native, or nouresident alien students. The following
are among the findings discussed: (1) Asian American enrollment has more than doubled since 1976,
with the majority in public institutions in a relatively
few geographic areas; (2) Asian Americans fare very
well in both persistence and progression, compared
to other ethnic groups; and (3) while choices of
majors are as widespread among Asian Americans
as among other ethnic groups; and (3) while choices of
majors are as widespread among Asian Americans
as among other ethnic groups (with business and
management as the first choice), the concentration
of Asian Americans on engineering and science is
most noticeable at the doctorate level. (KM)

ED 297 636

ED 297 636 HE 021 603

ED 297 636

Lynch, Kathkeen Bodisch

Ustag Evaluation Findings To Improve Minority
Education Programs.
Pub Date—Oct 87

Note—6p: Paper presented at the Annual Meeting
of the American Evaluation Association (Boston,
MA, October 14-17, 1987).
Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Prics - MF01/PC01 Plus Postage.
Descriptors—Achievement Teats, Disadvantaged,
"Evaluation Methods, "Formative Evaluation,
Higher Education, "Medical Education, Medical
Students, "Minority Groups, Outcomes of Education, "Program Evaluation, "Student Evaluation
Identifiers—"College Outcomes Assessment, University of Virginia
Procedures are described that have been implemented in evaluating minority medical education
programs operated by the University of Virginia
School of Medicine since 1984. Both process and
outcome evaluation procedures have been used. Remults of evaluation grocedures have been used. Remults of evaluation efforts are reviewed by nozersed by

School of Medicine since 1984. Both process and outcome evaluation procedures have been used. Results of evaluation efforts are reviewed by program staff to design program improvements and modifications. Methods used in process evaluation have included: mid- and end-of-program interviews with program participants and program netrous with program participants and program personnel; observation of program activities by the evaluator; informal contacts by the evaluator with students and program staff throughout the program, to allow ongoing feedback about program operations. Program outcomes are assessed primarily through two means: student scores on knowledge tests, and students' educational and career choices following participation in the program. A computerized student tracking system has been developed to document post-program outcomes. (KM)

ED 297 637 HE 021 604 An Inventory of Academic Degree Programs in South Carolina. Thirteenth Edition. South Carolina Commission on Higher Education,

South Carolina Commission on Higher Education, Columbia.

Pub Date—87
Note—182p.

Pub Type—Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC08 Plus Pestage.
Descriptors—"College Programs, "Degrees (Academic), Higher Education, Intellectual Disciplines, "Majors (Students), Postsecondary Education, Private Colleges, Public Colleges Identifiers—"South Carolina and inventory of academic degree programs in South Carolina is intended as an aid to institutional and to statewide planning for postsecondary education. In Part I, programs are listed by category (50 subject areas), using the National Center for Education.

tion Statistics' Classification of Instructional Programs. The following degree programs are covered: agricultural education; architectural education; areas studies; business education; administrator education; architectural education; administrator education; teacher education; computer science education; teacher education; engineering education; language instruction; allied health occupations education; home economics; legal education (professions); industrial arts; liberal arts; liberal sciences; biological sciences; science education; mathematics education; comparative education; mathematics education; comparative education; prorestion; philosophy; theology; physical sciences; psychology; public affairs education; social sciences; vocational education; building trades; visual arts; theater arts. In Part II, listings are by institution (public senior colleges and universities, two-year campuses of the University of South Carolina, private two-year colleges, and technical colleges). Program levels are categorized into six groups: diplomas or certificates; associate degrees; baccalaureate degrees; masters degrees; education specialist degrees or advanced certificates in education; and doctoral degrees. (KP-f)

ED 297 638 HE 021 66 South Carolina Plan for Equity and Equal Oppor-tunity in the Public Institutions of Higher Edu-cation, 196-67 and Beyond. South Carolina Commission on Higher Education HE 021 605

on on Higher Education,

Columbia. Pub Date—5 Dec 85

South Carolina Commission on Higher Education, Columbia.

Pub Date—5 Dec 85

Note—479.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Pins Postage.

Descriptors—Black Colleges, Black Students, College Faculty, "College Planning, College Students, College Faculty, "College Planning, College Students, Pinnance, Enrollment, \*Equal Education, \*Equal Opportunities (Joba), Fellowships, Governing Boards, Grants, Higher Education, Minority Groups, "Public Colleges, School Holding Power, State Aid, State Programs, Statewide Planning, Student Financial Aid, Student Recruitment Identifiers—"South Carolina South Carolina's State plan for achieving equity and equal opportunity in public colleges and universities, beginning July 1, 1986, is presented. The purposes of the plan are to provide policies, goals, and strategies for continuing efforts to eliminate racial discrimination in the State's public higher education system, and to provide estimates of personnel and financial resources required to implement the plan and to monitor and report annually on implementation of the plan. The plan is divided into the following sections: (1) desegregation of student enrollment, faculty, staff, and governing boards of institutions of higher education (including student enrollment and retention, affirmative action, white student enrollment at traditionally black institutions, black representation on governing boards of institutional plack institutions, black representation on governing boards, financial assistance, institutional grants, school district projects, and graduate incentive fellowships); (2) maintaining enhancement measures at traditionally black institutions, joak representation on governing boards of institutional plack institutions, loak representation on governing boards of commission staff and the text of a commission response to a question concerning increasing minority representation on governing boards). (KM)

HE 021 606 ED 297 639 Laws and Regulations for Licensing Non-Public Educational Institutions to Confer Degrees. South Carolina Commission on Higher Education,

Pub Date-Jun 88

Pub Date—Jun 88

Note—32p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Standards, \*Accreditation (Institutions), Administrative Organization, \*Certification, College Programs, Community Colleges, Educational Finance, Postsecondary Education, \*Private Colleges, Professional Education, \*State Liceislation, \*State Liceislation, \*State Liceislation, Vocational Education, Vocational Education, Vocational Education

Boards, 1ecnnical Education, Vocational Educa-tion
Identifiers—\*South Carolina
The laws and regulations of the State of South
Carolina governing the licensing of private post-secondary institutions to confer degrees are presented. The institutions covered by these laws and regulations include specialized trade schools, voca-tional and technical institutions, junior and commu-nity colleges, senior colleges, universities, graduate

and professional schools, and advanced institutes of various sorts. The text of the authorization governing the licensing of these institutions is presented, followed by the applicable regulations, covering: definitions, accreditation or approval for teacher certification, licenses, effect of licensure on state desegregation plan, minimum standards for licensure, purpose, organization and administration, educational program, financial resources, faculties, graduate programs, procedure for implementation, revocation of licensure, procedures for handling consumer complaints, and enforcement. Three appendices provide sample statements for institutions operating under a temporary license, a provisional license, and a regular license. (KM)

ED 297 640

South Carolina Higher Education Statistical Abstract. Ninth Edition.
South Carolina Commission on Higher Education, Columbia.

Pub Date-May 87

Pub Date—May 87
Note—95p.
Available from—South Carolina Commission on Higher Education, 1333 Main Street, Suite 650, Columbia, South Carolina 29201.
Pub Type—Numerical/Quantitative Data (110)
EDRS Price - MF01/PCB Plus Postage.
Descriptors—Access to Education, Degrees (Academic), Enrollment Trends, Equal Education, Equal Facilities, Expenditures, Foreign Students, Full Time Equivalency, Full Time Students, Full Time Education, Income, Private Colleges, Racial Composition, State Aid, State Colleges, \*State Surveys, State Universities, Vocational Schools

"State Surveys, State Universities, Vocational Schools Identifiers—"South Carolina Current statistical data on higher education in the state of South Carolina is provided. Topics are 10-year analysis of full-time equivalent (FTE) enrollments by level; 10-year analysis of headcount enrollments by level; 10-year analysis of headcount enrollment, technical colleges; 1986 opening fall enrollments, percentage changes; first time entering freshmen, percentage changes; first time entering freshmen, percentage changes; 1986 opening fall enrollments by race and level; non-resident aliens compared to total enrollments; 1986 enrollments, headcount in-state versus out-of-state; student/faculty data comparisons, fall 1985 with fall 1986; degrees awarded by race, sex, and academic discipline; total degrees awarded; analysis of educational and general revenues and expenditures, 1985-86; 10-year comparison of state educational appropriations; and full-time equivalent employees, fall 1986. (SM)

South Carolina Higher Education Statistical Abstract. Tenth Edition.

South Carolina Commission on Higher Education,

stract. Tenth Edition.

South Carolina Commission on Higher Education, Columbia.

Pub Date—May 88

Note—103p.

Available from—South Carolina Commission on Higher Education, 1333 Main Street, Suite 650, Columbia, South Carolina 29201.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Pestage.

Descriptors—Access to Education, Degrees (Academic), Enrollment Trends, Equal Education, Equal Faccilities, Expenditures, Foreign Students, Pull Time Equivalency, Full Time Students, Full Time Equivalency, Full Time Students, Higher Education, Income, Private Colleges, Recial Composition, State Aid, State Colleges, Patate Surveys, State Universities, Teacher Salaries, Vocational Schools

Identifiers—South Carolina

Information on higher education in South Carolina is presented in statistical form. The focus is on 10-year analysis of full-time equivalent (FTE) enrollments by level; 10-year analysis of headcount enrollments, technical colleges; 1987 opening fall enrollments, percentage changes; 1987 opening fall enrollments, percentage changes; 1987 opening fall enrollments, percentage changes; 1987 opening fall enrollments by race and level; non-resident aliens compared to total enrollments; 1987 enrollments, headcount in-state versus out-of-state; student/faculty data comparisons, fall 1986 with fall 1987; degrees awarded; analysis of required tuition and fees, 1987-88; full-time equivalent employees, fall 1987; verage salaries of full-time equivalent teaching faculty, fall 1987; 10-year comparison of state educa-

tional appropriations; and analysis of educational and general revenues and expenditures, 1986-87. (SM)

ED 297 642

Ihle, Elizabeth L.

Southern College Women and "The Feminine Mystique."

Pub Date—Apr 88

Note—34p.; Raper presented at the American Educational Research Association (New Orleans, LA,

April 5-9, 1988).

April 5-9, 1988).

Pub Type—Specches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—'Aspiration, Career Choice, Equal Education, "Feminism, Higher Education, Homemakers, "Identification (Psychology), Marriage, Private Colleges, Rychological Characteristics, Public Colleges, Role Models, Self Concept, Sex Role, United States History, Womens Education Identifiers—"Friedan (Betty), "United States (South) A study on female graduates of South

Identifiers—"Friedan (Betty), "United States (South)

A study on female graduates of Southern colleges and universities during the postwar period is presented. The focus is on how their experiences match the assertions of Betty Friedan in her book "The Feminine Mystique." Interviews were done with graduates of public and private, coeducational and women's, and black and white colleges. Factors examined to determine the variables explaining the degree to which the interviewes accepted the feminine mystique included the following: social college and race; parental education, employment, and expectations; choice of college and major; college experiences; role models; career expectations; and ago of marriage. Role models and mentors played a major part in shaping many of the interviewee' lives. Some factors that caused college women during this time to ignore the calls of domesticity and purnue non-traditional graduate study are family support, socioeconomic background, desire to use education for social mobility, and sense of purpose instilled by the family. These interviews show several discrepancies with Friedan's study due to Friedan's perspective. For example, she tended to interview women from affluent and intellectual backgrounds who went to elite colleges. Though Friedan's book provides a rebuttal of the "sex is destiny" theme prevalent in the irst two decades after World War II (thus reigniting the flames of feminism), many of its ideas that all women suffer from the feminine mystique (due to the bonds of domestic expectations) are grand generalizations according to this study. A copy of the interview questionnaire is provided along with statistical data. Contains 7 references. (SM)

HE 021 611 ED 297 643 Beyond the Borders: A Discussion of Student Financial Aid and Educational Opportunity in Texas, New York and the Pacific Rim in Rela-

Texas, New York and the Pacific Rim in Relationship to California.

Bureka Project, Sacramento, CA.

Spons Agency—Atlantic Richfield Foundation, Los
Angeles, CA; Haynes Foundation; James G. Irvine Foundation, Los Angeles, CA.

Pub Date—Mar 88

Note—43p.
Available from—The Eureka Project, 428 J Street,
Suite 400, Sacramento, CA 95814.

Pub Type— Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MP01/PC02 Plus Pestage.

Descriptors—Access to Education, Economic De-

ruo i type—Reports - Research (145)— Numerical (Quantitative Data (110)

EDRS Price - MF91/PC02 Plus Pestaga.
Descriptors—Access to Education, Economic Development, Educational Finance, "Educational Opportunities, "Educational Policy, Equal Education, Ethnic Groups, Financial Aid Applicants, Higher Education, Nondiscriminatory Education, State Aid, State Federal Aid, "State Programs, "Student Financial Aid, Tuition Grants Identifiers—California, Eureka Project, New York, Pacific Rim, Texas Student financial aid is a major education industry. Three papers by educational professionals are presented as points of comparison. "Student Financial Aid Policies and Programs in Texas and California Ave much in common, demographics in the two states are not radically different; College-going behavior of White, Black, and Hispanic students in both states follow similar patterns; both states maintain low- or no-tuition policies for public colleges; and Texas tends to finance its grant programs from increases in tuition at the institu-

rional level. "Student Financial Aid Policies and Programs in New York and California: A Comparison" (Charles Treadwell) discusses the changing populations of New York State; competing demands on the state budget in both states; a history of higher education in New York State; student financial assistance in New York State; and the coordination of state and federal roles. "Higher Education and Student Financial Aid in the Pacific Rim" (Edward St. John) focuses on the two-way trade with Asian countries in the Pacific Rim and its relationship to California's recent economic development; the aducational needs of Pacific Rim countries and their relevance to California; and the building of new kinds of partnerships. The document contains 39 references. Tables are included. (SM)

ED 297 644 HE 021 612

ED 297 645

Corley, Sherie P.
The Legal Rights of Tenured and Part-Time Fac-ulty Members in Higher Education.
Pub Date—[88]
Note—21p.

e-21p.

Note—21p.
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrative Policy. \*College Faculty, Compensation (Remuneration), \*Court Litigation, Due Process. \*Equal Opportunities (Jobs), Equal Protection, Paculty College Relationship, Fringe Benefits, Full Time Faculty, Higher Education, \*Part Time Faculty, Status, \*Tenured Paculty.

cation, "rat i me with the country of the country in higher education. These rights have been tested and defined by many court case. Litigation has occurred about the difference between part-time

and full-time faculty. In regard to status, basic to the property contract rights of faculty is the classification of employee position. It is estimated that about 85% of part-time faculty are not eligible for tenure. The due process granted an employee may be accrued as a matter of law, policy, common practice, and/or acquiescence. Persons contemplating part-time employment should consider rights to security, type of work offered, and administrative responsibility for monitoring part-time employment. Different standards of compensation for part-timers are tolerated as long as there is a justification of differential treatment. Unit determination involves a decision about whether or not a group should be included in a collective bargaining unit. The actions of various states have led to a tightening of definitions. Efforts to include part-timers have been most successful at the community college level. Part-timer faculty are often treated differently by administrators who do not want to incorporate the part-timers in tenured faculty negotiations. A review of related court cases suggests an improvement in the quality of educational codes and statuses so the relationship between the institution and its employees is more clearly understood. Contains 30 references. (SM)

ED 297 646
Attracting and Retaining Women Students for Science and Engineering. A Report from the Committee on the Status of Women in Ontario Universities.

cil of Ontario Universities, Toronto. Pub Date—Jun 88

Pub Date—Jun 88 Note—28p. Available from—Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, On-tario MSS 2T4.

Available from—Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario M5S 2T4.

Pub Type—Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Aspiration, Access to Education, Engineering Education, Enrollment Trends, Fernales, Foreign Countries, Higher Education, Mathematics Education, Outreach Programs, Role Models, Science Education, Sex Stereotypes, "Student Recruitment, Traditionalism, "Womens Education Identifiers—Ontario
Though women constitute 53% of students graduating annually from provincially assisted Ontariouniversities with bachelors and first professional degrees, they tend to remain concentrated in fields more conventionally dominated by females, and their representation in traditionally male disciplines (enginsering, applied acience, mathematics, and physical sciences) is low. The percentage of menerolling in the humanities, education, and social sciences has declined, so the imbalance is greater. Strategies for overcoming gender imbalances in universities are provided. Information is offered on recruitment and outreach (programs, promotional materials, and additional strategies); access (curricular initiatives, academic policies, financial aid and awards); climate; retention (support systems and ancillary services, counselling and advising, career development, role models, and visibility in the academic community); curriculum; data collection and research, and faculty and staff development. It is recommended that the Council of Ontario Universities recognize the relevance of this information to issues of teacher education and curriculum design and consider collective action by its member institutions to attract and retain women students in science and engineering. An appendix reports the percent of full-time female enrollment within field and level of study, and provides a list of 11 organizations of women in science and engineering. The percent of full-time female enrollment within field and level of study,

ED 297 647 HE 021 6. Reithlingshoefer, Sally J., Ed. Sanford, James F., HE 021 615

Ed.

Non-Traditional and Interdisciplinary Programs.

Proceedings from the Annual Conference (6th,
Virginia Beach, Virginia, April 25-27, 1988).

George Mason Univ. Pairfax, Va.

Pub Date—Apr 88.

Nota—593-D.

Pub Type—Collected Works - Proceedings (021)

EDBS Prics - MPG3/PC24 Plus Pastage.

Descriptors—"Adult Studenta, Bachelors Degrees,
College Curriculum, "Codiege Programs, "Costinuing Education, Distance Education, External

Degree Programs, Faculty Development, Higher

Education, "Interdisciplinary Approach," Non
traditional Education, "Nontraditional Students,

Outcomes of Education, Student Evaluation Teaching Methods, Two Year Colleges, Undergraduate Study

Outcomes of Education, Student Evaluation, Teaching Methods, Two Year Colleges, Undergraduate Study
A total of 72 papers on nontraditional and interdisciplinary programs are presented in 11 tracks: (1) Assessing Learning Outcomes and Providing Quality in Non-Traditional Degree Programs (8 papers, including "Assessing Learning Outcomes and Providing Quality of a Non-Traditional Degree Program: A Case Study," by Solomon Deressa and Mary Sue Simmons); (2) Consortial, Models of Cooperation between Two-Year Colleges and a University" by Kay Hill); (3) Educating Models of Cooperation between Two-Year Colleges and a University" by Kay Hill); (3) Educating through Communication Technologies (3 papers, including "Teaching Introductory Humanities on Cross-Campus Televideo," by Arnold Bradford, Donald Frantz and Dee Wayne White); (4) Experiential Learning Assessment and Portfolio Evaluation (5 papers, including "Granting Academic Credit for Life Experience," by Thomas Kowaliki, (5) Extending Liberal Learning (5 papers, including "A Cost Effective Graduate Program for the Small Colleges: New Methods and Markets from an Old Model." by A. Patrick Allen); (6) Nontraditional-Interdisciplinary Cournes (6 papers, including "Integrating Biology and Literature while Maintaining the Integrity of the Disciplinary Cournes (6 papers, including "Integrating Biology and Literature while Maintaining the Integrity of the Disciplinary Education for Adults," by Honey W. Nashman and Carol H. Hoare); (8) Non-traditional I Teaching Methods Lead to Stress" by Honey W. Nashman and Carol H. Hoare); (8) Non-traditional I Teaching Methods Lead to Stress" by Honey W. Nashman and Carol H. Hoare); (9) suppers, including "Papers, including "The Coodrich Scholarship Program, a Reteationship between Faculty Stress and Professorial Style: Do Commitment and Non-Traditional Teaching Methods Lead to Stress" by Honey W. Nashman and Carol H. Hoare); (9) suppers, including "Bapers, including "Papers, including "Papers, including and for Writing Skills of Adult

ED 297 648

Anderson, Richard E.
The Economy and Higher Education.
National Center for Postsecondary Governance and
Finance, College Park, MD.
Spons Agency—Office of Educational Research
and Improvement (ED), Washington, DC.
Pub Date—Jun 88
Note—12p; A publication of the Forum for College
Financing.
Available from—Canital Ideas Teachers College

Pub Date—Jun 88
Note—12p.; A publication of the Forum for College Financing.

Available from—Capital Ideas, Teachers College, Columbis University, Box 38, 525 West 120th Street, New York, NY 10027.

Journal Cit—Capital Ideas; v3 n1 Jun 1988

Pub Type—Collected Works - Serials (022) — Reports - Descriptive (141)

EDRS Price - MF91/PC91 Plus Postage.

Descriptors—Budgets, Capital, "Economic Climate, "Educational Economics, Educational Economics, Educational Finance, Federal Aid, Government School Relationship, Higher Education, Productivity, Public Policy, State Aid Identifiers—Debt (Financial), Trade Deficits

The macroeconomic trends shaping the United States economy and the effects of those trends on higher education are considered. Warning institutions of higher education about possible problems in the economy will place them in a better position to react if necessary. The economic environment is discussed in terms of productivity (goods and services consumed by households, those provided by governments, capital investment, and net export); the twin deficits (the trade and federal budget deficity); and the future (the best case scenario and alternatives to the best case). The effects on higher education include general economic strains at the federal and state levels as well as on institutions of higher education. Proactive policies and higher education include general economic strains at the federal and state levels as well as on institutions of higher education. Proactive policies and higher education include general economic strains at the federal and state levels as well as on institutions of higher education include general economic strains at the federal and state levels as mell as on institutions of higher education include and the new federal budget deficity; and the recession in the economy, there is still a need to reduce the federal deficit, bring down the

trade deficit, and increase savings so the public and private infrastructure can be rebuilt. In this prospec-tive environment, capital markets are especially vol-atile, and colleges should be cautious when borrowing. Endowment management will need spe-cial vigilance. Capital preservation will be the emerging standard for the 1990s. (SM)

HE 021 617 Geographic Origins of Students. Fall 1987. Volume
I. Report Number 2-88.
State Univ. of New York, Albany. Central Staff Of-

fice of Institutional Research.
bub Date—May 88
Note—590p.; For Volumes II and III, see HE 021

618-619.

Available from—Office of Institutional Research, State University of New York, State University Plaza, Albany, NY 12246.

Pub Type— Numerical/Quantitative Data (110) EDRS Price - MF63/PC24 Pless Postage.

Descriptors—Access to Education, Admission Criteria, Educational Assessment, \*Enrollment Influences, Enrollment Trends, \*Geographic Distribution, Higher Education, In State Students, Otto of State Students, \*Place of Residence, Residence Requirements, \*State Colleges, \*State Surveys\* Surveys

rs-New York, \*State University of New

Identifiers—New York, \*State University of New York
The results of the annual survey of the geographic origins, or permanent residence, of students attending institutions of the State University of New York (SUNY) during the Fall 1987 term are presented. All credit course students and all institutions of the SUNY system are included. This first of three volumes presents three distinct types of summaries using the individual institution as the unit of analysis. It provides a map of SUNY institutions and a chronology of their dates of establishment. The student and institutional data elements entering into this report are: student level; student load; student history; permanent residence; county of location; New York State Planning Region; and contiguous counties. Part I's summary tables look at student sources by level and institution (all students and new undergraduates orly). Part II focuses on institutions by geographic origins of all students by county, state, and country; university centers; university colleges; health science centers; specialized colleges; satutory colleges; colleges of technology/agriculture; and community colleges. The appendix provides data on region and contiguous counties. A publications list of the Central Staff Office of Institutional Research is included. Volumes II and III include reports displaying credit course students by origin and enrollment trends. (SM)

ED 297 650

Geographic Origins of Students. Fall 1967, Volume II. Report Number 2-88, State Univ. of New York, Albany. Central Staff Of-fice of Institutional Research. Pub Date—May 88

State Univ. of New York, Albany. Central Staff Office of Institutional Research.

Pub Date—May 88

Note—498p.; For Volumes I and III, see HE 021
617 and HE 021 61, respectively.

Available from—Office of Institutional Research,
State University of New York, State University
Plaza, Albany, NY 12246.

Pub Type—Numerical/Quantitative Data (110)
EDRS Price - MP92/PC10 Plus Postage.
Descriptors—Access to Education, Admission Criteris, Educational Assessment, Enrollment Influences, Enrollment Trends, "Geographic Distribution, Higher Education, In State Students, "Place of Residence, Residence Requirements, "State Colleges, "State Surveys"

Surveys Identifiers—New York, \*State University of New

Identifiers—New York, "State University of New York.

The results of the annual survey of the geographic origins, or permanent residence, of students attending institutions of the State University of New York (SUNY) during the Fall 1987 term are presented. All credit course students and all institutions of the SUNY system are included. This second of three volumes includes reports displaying credit course student by origin or origin grouping. The student and institutional data elements used in this report are student level; student load; student history; permanent residence; county of location; New York State Planning Region; and contiguous counties. A map of SUNY institutions and a chronology of their dates of establishment are provided. The seven sections focus on: New York counties; outside New York State; percent distribution of undergraduate

students; percent distribution of graduate students; percent distribution for first-time, full-time students; percent distribution for transfer students; and publications list for the Central Staff Office of Institutional Research. Volumes I and III look at three distinct types of summaries using the individual institution as the unit of analysis and enrollment trends. (SM)

HE 021 619 Trends in Geographic Origins of Students.
Full-Time, 1959-1987; First-Time Full-Time,
1961-1987; Volume III. Report No. 2-83.
State Univ. of New York, Albany. Central Staff Office of Institutional Research.
Pub Date—May 88
Note—592p.; For Volumes I and II, see HE 021
617-618.

617-618.

Available from—Office of Institutional Research, State University of New York, State University Plaza, Albany, NY 12246.

Pub Type- Numerical/Quantitative Data (110) EDRS Price - MF63/PC24 Plus Postage.

Descriptors—Access to Education, Admission Criteria, Educational Assessment, Enrollment Influences, "Enrollment Trends, "Full Time Students, "Geographic Distribution, Higher Education, In State Students, Out of State Students, "Place of Residence, Residence Requirements, "State Colleges, "State Surveys Identifiers—New York," State University of New York.

Identifiers—New York, \*State University of New York
The results of the annual survey of the geographic origins, or permanent residence, of students attending institutions of the State University of New York (SUNY) during the Fall 1987 term are presented. All credit course students and all institutions of the State University system are included. This third of three volumes focuses on enrollment trends. Stadent and institutional data elements entering into this report are: student level; student load; student history; permanent residence; county of location; New York State Planning region; and contiguous counties. A map of SUNY institutions and a chronology of their dates of establishment are provided. The report's three parts look at: percentage trends of full-time students by permanent residence from 1939 through 1987; trends in first-time full-time enrollments by county from 1981-1987. A publications list of the Central Staff Office of Institutional Research is provided. Volumes I and If focus on three distinct types of summaries using the individual institution as the unit of analysis and reports displaying credit course students by origin or origin grouping. (SM)

EER 297 652

HE 021 620 Status Report on Human Corps Activities, Report 88-24.

California State Postsecondary Education Commis-

88-24.
California State Postsecondary Education Commission, Sacramento.
Pub Date—May 88
Note—100p; The first in a series of five annual reports to the legislature in response to Assembly Bill 1820 (Chapter 1245, Statutes of 1987). Some tables may not reproduce well due to small print. Available from—California Postsecondary Education Commission, Third Floor, 1020 Twelfth Street, Sacramento, CA 95814-3985.
Pub Type—Reports - Descriptive (141)
EDRS Price - MF91/PC04 Plus Postage.
Descriptora—\*Community Services, Continuing Education, Extracurricular Activities, Government School Relationahip, Higher Education, \*Humanitarianiam, Public Service, Social Action, State Departments of Education, State Legislation, "State Programs, State Universities, Student Participation, Student Volunteers Identifiers—\*California, California State University of California (UC) and the California State University of California Programs of community service by students on each of their campuses. The California Postsecondary Education Commission was directed to report on efforts by colleges and universities across the country to encourage volunteerism and to review and comment on the Human Corps activities at UC and CSU. Information describing current activities are described rather than evaluated. A report about Human Corps activities is attached, and CSU activities are discussed in detail. Generalizations about its programs include the following: there is a serious commitment to the purpose and objectives of the

Human Corps (made obvious by the considerable activity on the campuses); financial resources are being sought from multiple public and private sources to support the Human Corps activities will likely fall to the state; and in less than a year, the development of the Human Corps at UC and CSU has been impressive. An appendix provides a copy of Assembly Bill 1820 (Vasconcellos, 1987). Tables are included. Attachments comprising two-thirds of the document include information on campus programs, contacts, and taskforces, as well as a 35-page draft report of the CSU Task Force on Civil Service Internships (July 1987). (SM)

HE 021 621 ED 297 653

Pickens, William H.
Overview of the 1988-89 Governor's Budget for Postsecondary Education in California. Report 86-8.

California State Postsecondary Education Commis-

California State Postsecondary Education Commis-sion, Sacramento.

Pub Date—Mar 88

Note—19p; Testimony to the Senate Budget and Fiscal Review Subcommittee #1 on Education (February 29, 1988) and to the Assembly Ways and Means Subcommittee #2 on Education

Note—19p.; Testimony to the Senate Budget and Fiscal Review Subcommittee #2 on Education (February 29, 1988) and to the Assembly Ways and Means Subcommittee #2 on Education (March 8, 1988).

Available from—California Postsecondary Education Commission, Third Floor, 1020 Twelfth Street, Sacramento, CA 95814-3985.
Pub Type—Reports - Descriptive (141) — Numerical/Quantitative Data (110)
EDRS Price - MF01/P01 Plus Postage.
Descriptors—"Budgets, Capital, "Educational Finance, Enrollment Rate, Expenditures, Facility Planning, Faculty Development, "Financial Support, Policy, "Postsecondary Education, "State Aid, State Government, Student Financial Aid, Teacher Salaries
Identifiers—"California
The Governor's budget for 1988-89 is described as it applies to California injene education. The scope of the higher education enterprise and its 1988-89 budget is discussed, including information on areas of increased funding and new policy initiatives and capital outlay funding, Budget issues that have long-term policy implications for consideration are: reform of community college finance, student financial aid; long-range facilities planning; cooperative intersegmental programs; and faculty development. The Governor's budget will continue to maintain the system of public and private higher education for which it is known, funding such responsibilities as enrollment growth, salaries, price increases, student financial aid, and capital outlay Tables provide information on general funds for the major expenditure categories in the state budget; expenditures for public postsecondary education; full-time equivalent earrollment in the University of California and the California State University, and the California Community Colleges; and intersegmental programs contained in the 1988-89 proposed budget. (SM)

ED 297 654

ED 297 654

Legislative Update for March 1988. A Staff Report to the California Postsecondary Education Commission. Report 89-16.

California State Postsecondary Education Commission. Secreparent. HE 021 622

mission. Report 58-19.

California State Postsecondary Education Commission, Sacramento.

Pub Date—Mar 38

Note—36p.

Available from—California Postsecondary Education Commission, Third Floor, 1020 Twelfth Street, Sacramento, CA 95814-3985.

Pub Type—Reports - Descriptive (141) — Legal/-Legislative/Regulatory Materials (090)

EDRS Price - MP01/PO2 Plus Postage.

Descriptors—Adult Education, Community Colleges, "Educational Finance, Faculty Development, "Higher Education, Private Colleges, Public Policy, Public Schools, "State Aid, State Oovernment, "State Legislation, State Universities, "Student Financial Aid, Teacher Certification, Teacher Education (Identifiers—"California

An update of California legislation affecting higher education (introduced in 1987 and still under consideration or introduced in 1988) is provided.

The 107 bills affecting higher education that are before the legislature in 1988 are grouped into five major categories: student fees and financial assistance (student fee policy, modifications in existing financial assistance programs, proposed new financial assistance programs; period retention; teacher training, certification, and employment; adult education; faculty and staff development; educational technology; general); segmental issues (community colleges, California State University University of California, and multi-segment issues); private post-secondary institutions; and legislation affecting the commission. Within each category, bills are listed in numerical order, beginning with Assembly and ending with Senate legislation. An appendix lists membership of the Legislative Policy and Fiscal Committees for Higher Education. A legislative index is provided. (SM)

ED 297 655

State Policy for Faculty Development in Higher Education. A Report to the Governor and Legislature in Response to Supplemental Language in the 1986 Budget Act. Report 88-17.

California State Postsecondary Education Commissions.

sion, Sacramento.
Pub Date—Mar 88
Note—36p.
Available from—Ca

Pub Date—Mar 88
Note—36p.
Note—36p.
Available from—California Postsecondary Education Commission, Third Floor, 1020 Twelfth St., Sacramento, CA 95814-3985.
Pub Type—Reports - Descriptive (141)
EDBS Price - MPBL/P029 Plus Postage.
Descriptors—Affirmative Action, "College Faculty, "Faculty Development, Grants, Higher Education, Position Papers, Program Costs, "Public Policy, Research Projects, Sabbatical Leaves, "State Aid, State Legislation, "State Standards Identifiers—"California The conclusions and recommendations resulting from studies of faculty development in California's public colleges and universities, which were conducted in response to a directive from the state legislature, are presented. The report is divided into the following sections: (1) background (origins and conduct of the study); (2) the scope of faculty development (purposee; extent, scheduling and examples of activities; and standards); (3) state policies and support for faculty (current sources of support, institutional decisions about the use of state funds, and alternatives); and (4) summary, conclusions and recommendations. Among the recommendations are: that an increased proportion of any additional funds should be directed toward the improvement of undergraduate instruction; and that better planning, coordination and evaluation of faculty development should be established. Eleven tables provide data on faculty participation and funding. Contains 7 references. (KM)

ED 297 656

HE 021 624

ED 297 656 HE 021 624 ED 27 656
Evaluation of the California Academic Partnership
Program (CAPP). A Report to the Legislature in
Response to Assembly Bill 2398 (Chapter 620,
Statutes of 1984). Report 88-13.
California State Postsecondary Education Commis-

sion, Sacramento Pub Date-Mar 88

Note—72n.
Note—72n.
Available from—Publications Office, California
Postsecondary Education Commission, Third
Floor, 1020 Twelfth Street, Sacramento, CA
95814-3985.

95814-3985.
Pub Type— Reports - Evaluative (142)
EDRS Pice - MF01/PC03 Plus Postage.
Descriptors— "College School Cooperation, Community Colleges, "Curriculum Development,
"Diagnostic Tests, Educational Diagnosis, Higher
Education, "Mathematics Skills, Program Costs,
Program Evaluation, Public Colleges, Secondary
Education, "Secondary School Curriculum, Secondary School State Universities, Writing (Composition),
"Writing Skills
Identifiers—"California, California Academic Partmership Program.

Identifiers—"California, Canadrana
nership Program
The California Academic Partnership Program
(CAPP) has two major components: curriculum development projects, focusing on improving the aecondary school curriculum, and diagnostic testing projects, focusing on the assessment of students abilities in writing and mathematics. Both components involve partnerships between K-12 districts and institutions of higher education, with special

emphasis placed on underrepresented students. This evaluation of the projects that have been funded under this program consists of the following sections: executive summary; history and background (program origins and goals, administration, program components and collaboration, funding history, and evaluation); curriculum development projects (project selection criteria, project impact, teacher participation, local objectives, curriculum revision, continuing activities); diagnostic testing projects (project selection criteria, project locations and emphases, Mathematics Diagnostic Testing Project, High School Diagnostic Testing Program in Composition, writing exam for eleventh graders, project unding, project evaluation); conclusions; and recommendations. The curriculum development projects had a mixed record of success, as some were outstanding, some effective, and some ineffecprojects had a mixed record of success, as some were outstanding, some effective, and some ineffective, while the diagnostic testing project demonstrated considerable success. It was recommended that the program be continued at its present funding level, with cost-of-living adjustments, and with concomitant recommendations for annual reporting and a second comprehensive program evaluation. Appended are Assembly Bill 2398 (1984), project descriptions comprising nearly 40% of the report, and a baseline data guide. (KM)

HE 021 625 Faculty Salaries in California's Public Universities 1988-89. The Commission's 1987 Report to the Legislature and Governor in Response to Senate Concurrent Resolution No. 51 (1965). Report

California State Postsecondary Education Commis-sion, Sacramento. Pub Date—Mar 88

Pub Date—Mar 38 Note—51p.; Several sppended pages have broken/-blurred print. Available from—Publications Office, California Postsecondary Education Commission, Third Floor, 1020 Twelfth Street, Sacramento, CA 93814-3985.

95814-3985.

Pub Type—Reports - Descriptive (141) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*College Faculty, Comparative Analysis, Compensation (Remuneration), \*Pringe
Benefits, Higher Education, Medical School Facuity, Public Colleges, \*Salaries, State Colleges,
State Universities, \*Teacher Employment Benefits, Teacher Salaries
Identifiers—\*California State University, \*University of California

fits, Teacher Salaries
Identifiers.—\*California State University, \*University of California
Salary and fringe benefit data for faculty at California State University and the University of California are examined, with projections of the salaries
required for parity with their comparison institutions for 1988-89. Average faculty salaries for each
rank, from instructor through professor, are presented, as well as averages across ranks. Averages
weighted by staffing are also provided, as are adjustments for turnover and promotions, the effect of law
faculty (who generally have higher salaries), merit
award, and net parity salary and percent. Salary
schedules for 9-month and 11-month faculty are
also given, with percentage differences. Conclusions
include the following: both California universities
improved their competitive positions over the past
5 years; and average salary increases of 3% (University of California) and 4.7% (California State University) will be required for 1988-89 to bring then
to the mean of their comparison groups. Appendices
comprising three-fifths of the document include information on methods of reporting and calculating
data, resolutions of the legislature on faculty salaries
and benefits, and related material. (KM)

ED 297 658
Standardized Tests Used for Higher Education
Admission and Placement in California during
1987. The Third in a Series of Annual Reports
Published in Accordance with Senate Bill 1758
(Chapter 1905, Statutes of 1984). Report 88-14.
California State Postsecondary Education Commission Secremento. HE 021 626

sion, Sacramento. Pub Date-Mar 88

Pub Date—has to Note—118p. Available from—Publications Office, California Postsecondary Education Commission, Third Floor, 1020 Twelfth Street, Sacramento, CA

93814-3983.
Pub Type—Reports - Descriptive (141) — Legal/-Legisistive/Regulatory Materials (090)
EDRS Price - MF01/PO08 Plus Positing.
Descriptors—Advanced Placement, Aptitude

Tests, Asian Americans, Black Students, Business Administration Education, \*College Admission, \*College Entrance Examinations, English (Second Language), Ethnic Groups, Graduate Study, Higher Education, Hispanic Americans, Lanond Language, Emine Groups, Vrasulase Study, Higher Education, Hispanic Americans, Lan-guage Skills, Legal Education (Professions), Mathematics Skills, Medical Education, Norm Referenced Tests, Scores, Sea Differences, "Stan-dardized Tests, "State Legislation, "Student Placement, Test Norms, Undergraduate Study Sentifiers—"California

Identifiers—"California
Brief summaries are provided for each of the standardized tests used in California for college admissions and placement, in accordance with the law requiring the filing of financial disclosure and test materials and data for any tests administered to as materials." requiring the filing of financial disclosure and test materials and data for any tests administered to as many as 3,000 persons in the State. The summaries provide narrative and tabulated data concerning the number of persons (by sex and ethnic group, in most cases) having taken the test, the subjects covered by the test, and mean scores. Part I describes five tests for undergraduate colleges: the Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test; the Scholastic Aptitude Test and College Board Achievement Tests; the American College Test; the Test of English as a Foreign Language; and the Advanced Placement Examinations. Part 2 describes four tests for graduate and professional schools: the Graduate Record Examinations; the Graduate Management Admission Test; the Law School Admission Test; and the Medical College Admission Test Appended are the California Senate bill requiring disclosure, and the financial disclosure data and additional information provided by the test aponsors which comprise 70% of the document. The document contains 38 references. (KM)

ED 297 659 HE 021 627

Pickens, William H.
Eligibility for Freshman Admission to the University of California. A Statement to the Regents of the University on the Commission's 1996 Eligibility Study by William H. Pickens, Executive Director of the Commission, February 18, 1988.

Remort 88-11. Director of the Commission, February 18, 1988. Report 88-11. California State Postsecondary Education Commis-sion, Sacramento. Pub Date—Mar 88

Note—14p.

Available from—Publications Office, California Postsecondary Education Commission, Third Floor, 1020 Twelfth Street, Sacramento, CA 95814-3985.

95814-3985.

Pub Type— Reports - Descriptive (141) —
Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrative Policy, \*Admission
Criteria, Asian Americans, Black Students, \*College Admission, \*Eligibility, Grade Point Average, Higher Education, High School Graduates,
Hispanic Americans, Mail Surveys, Sex Differences, Statewide Planning
Identifiers—\*California
A study of eligibility for freshman admission

ences, Statewide Planning Identifiers—"California

A study of eligibility for freshman admission among California high school graduates was conducted by contacting all schools offering high school diploma programs. The schools were given instruction on selecting 2 random sample of graduates' transcripts from each graduating class. The 1,180 responding schools submitted 15,973 transcripts, or 6.9% of the 1983-86 graduating class. Following a discussion of the definition of eligibility on the basis of grade point average was used, with the successful cumpletion of college entrance examinations also required in some cases), major findings are reported in the following areas: (1) overall estimate compared to Master Plan guidelines (14.1% were eligibility for admission, compared to the estimate of 12.5%); (2) large differences in eligibility between urban and rural areas. Charts display differences by sex, ethnic group and urban versus rural areas. Differential eligibility rates by ethnicity and by region are discussed as statewide issues, while overall estimates and resulting enrollment pressures are discussed as university policy issues. (KM)

ED 297 660

ED 297 660 HE 021 628 EIJ 297 660
Time to Degree in California's Public Universities.
Factors Contributing to the Length of Time Undergraduates Take To Earn Their Bachelor's Degree. Report 88-12.
California State Postsecondary Education Commission. Sacramento.

Pub Date—Mar 88 Note—117p. Available from—P

from—Publications Office, California ndary Education Commission, Third 020 Twelfth Street, Sacramento, CA Floor, 1020 95814-3985

Footsecondary Education Commission, Third Floor, 1020 Twelfth Street, Sacramento, CA 35514-3985. Pub Type—Reports - Research (143) — Tests/Questionnaires (166). EDRS Price - MFBL/PC05 Plus Postage.
Descriptors—Academic Advising, "Academic Persistence, "College Students, "Degrees (Academic), Financial Needs, Higher Education, Questionnaires, Student Costs, Student Educational Objectives, Student Financial Aid, Student Motivation, Student Needs, "Student Foblems, Success, Surveys Identifiers—"California, California State University, "Time to Degree, University of California Students and California State University, concerning the time students take to complete the baccalaureate degree, are synopsized and reported. The methodology, findings, and conclusions of each report are provided separately, and the reports themselves are appended, along with the survey instruments. A synopsis of the two reports shows several similarities in their findings: (1) a cluster of factors in both reports concerning students' financial needs and corresponding needs for extensive employment and a lower courseload; (2) changing majors; (3) difficulty in getting required classes; (4) taking courses for personal interest rather than for degree requirements; and (5) needing better or more timely advising. Two recommendations are made: that the California Student Aid Commission carefully consider the implications of these studies in determing whether changes are needed in California's student aid programs; and that both universities should continue to try to reduce the negative causes of delayed graduation and should take action to improve academic advising and access to required courses. Contains 10 references. (KM)

HE 021 629

Standards of the Network of Colleges and Univer-sities Committed to the Elimination of Drug and Alcohol Abuse.

Office of Educational Research and Improvement (ED), Washington, DC. Pub Date—2 Feb 88

(ED), Washington, DC.
Pub Date—2 Feb 88
Note—15p.
Pub Date—2 Feb 88
Note—15p.
Pub Type— Opinion Papers (120)
EDRS Price - MF91/PC01 Plus Postage.
Descriptors—Administrative Policy, "Alcohol Abuse, Colleges, "Drug Abuse, Higher Education, Information Dissemination, "Intercollegiate Cooperation, "Networks, Policy Formation, Program Development, "Standards, Universities The background, goals and standards of the Network of Colleges and Universities Committed to the Elimination of Drug and Alcohol Abuse are described. The network was formed in 1987 at the instigation of the Office of Educational Research and Improvement, U.S. Department of Education. A planning group met to establish the standards for institutional admission to the network. The standards state the expectation of institutional members in the areas of policy, educational programs, enforcement and assessment. Three appendices are provided: a letter to college presidents from the Inter-Association Task Force on Alcohol and Other Substance Abuse Issues, a list of the members of the planning group for the Network of Colleges and Universities Committed to the Elimination of Drug and Alcohol Abuse; and a list of the presidents who reviewed the standards by mail. (KM)

ED 297 662

ED 297 662 HE 021 63 Trends in Minority Eurollment in Higher Educa-tion, Fall 1976-Fall 1986. Center for Education Statistics Survey Report. HE 021 630

Statistics Survey Report.
Center for Education Statistics (OERI/ED), Wash-

Center for Education Statistics (OERI/ED), Washington, DC.
Report No.—CS-88-201
Pub Date—Apr 88
Note—28p.
Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)
EDRS Price - MF91/PC02 Plus Postage.
Descriptors—American Indians, Asian Americans, Black Students, \*College Attendance, \*Enrollment Trends, \*Ethnic Groups, Graduate Study, Higher Education, Hispanic Americans, \*Minority Groups, Postsecondary Education, Professional Education, Public Colleges, Two Year Colleges, Undergraduate Study

Data concerning postsecondary minority enrollment trends from 1976 through 1986 are presented and analyzed. The first section of the report presents overall enrollment trends by racial/ethnic categories and selected institutional characteristics, using data from the Center for Education Statistics institution-based postsecondary education surveys. The second section presents household-based statistics from census population surveys, which are used to derive a measure of participation in postsecondary education by comparing enrollments with the 1st to 24 and 25- to 34-year-old population cohorts. Major findings include the following: (1) minority enrollment as at a record high level in 1986 (12.5 million students, 2% more than in 1984); (2) two-year institutions account for 37% of total enrollment and 47% of minority enrollment; (3) enrollment of white and black males continues to decline; (4) women's enrollment, regardless of race/ethnicity, continues to increase and now accounts for 53% of total enrollment; and (5) about one-third of 18-to 24-year-olds were enrolled in college in 1986. Three tables are appended that provide data on fall 1984 enrollment by state and racial/ethnic group; and fall 1986 enrollment by state and racial/ethnic group; and fall 1986 enrollment by state and racial/ethnic group; and fall proups and sex of students. (KM) Data concerning postsecondary minority enent trends from 1976 through 1986 are pres

ED 297 663

Berman, Paul Weiler, Daniel

Exploring Faculty Development in California
Higher Education. Volume I, Executive Summary and Conclusions. Report 88-18.
Berman, Weiler Associates, Berkeley, CA.

Spons Agency—California State Postsecondary Education Commission, Sacramento.
Pub Date—Dec 87

Note—30p.; For related documents, see HE 021
632-633.

Available from—Publications Office, California Postsecondary Education Commission, Third Floor, 1020 Tweifth Street, Sacramento, CA Floor, 1020 95814-3985.

95814-3985.
Pub Type—Reports - Research (143)
EDRS Price - MPDI/PC02 Plus Postags.
Descriptors—Administrator Attitudes, "College
Faculty, College Instruction, "Community Colleges, "Faculty Development, Higher Education, Needs Assessment, Professional Continuing Education, Program Costs, Released Time, Subbatical Leaves, "State Colleges, "State Universities, Surveys, Teacher Attitudes, Teacher Participation, Travel

veys, Teacher Attitudes, Teacher Participation, Travel
Identifiers—\*California, California Community Colleges, California State University, University of California
The first volume of this three-part report summarizes the findings of a 9-month study to describe faculty development at all three segments of California public higher education: the University of California, California State University, and the California Community Colleges. Following introductory sections on the background of the study, this volume briefly summarizes the study's findings fover faculty development programs, expenditures, participation by faculty, and development needs as perceived by faculty and administrators. Overall conclusions are also presented, including the following: (1) the wide variety of programs in all three segments are often hampered by limitations in scope and depth, resource limitations hindering faculty access, and poor planning; (2) there is broad consensus that significantly more effort is needed in every area of faculty development; and (3) current programs do not play a major role in improving undergraduate education. (KM)

ED 297 664 HE 021 63

Berman, Paul And Others

Exploring Faculty Development in California

Higher Education. Volume II, Findings. Report HE 021 632

Berman, Weiler Associates, Berkeley, CA.
Spons Agency—California State Postsecondary Education Commission, Sacramento.
Pub Date—Dec 87
Note—160p; For related documents, see HE 021
631-633.

Available from—Publications Office, California Postsecondary Education Commission, Third Floor, 1020 Twelfth Street, Sacramento, CA Pub Type- Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Administrator Attitudes, \*College Faculty, College Instruction, \*Community Colleges, \*Faculty Development, Higher Education, \*Needs Assessment, Frofessional Continuing Education, Program Costs, Released Time, Sabbucation, Program Costs, Released Time, Sabbucation, Travellation, Travel Identifiers—\*California, California Community Colleges, California State University, University of California

The second volume of this three-part report pres-

Identifiers—"California, California Community Colleges, California State University, University of California
The second volume of this three-part report presents the findings of a study of faculty development programs in the three segments of California public higher education: the University of California, California State University, and the California Community Colleges. This volume is comprised of the following sections: study background and purpose; definition and measurement of faculty development; faculty development; faculty development at the University of California (programs, expenditures, and participation in instruction-related faculty development); faculty development at the University (programs, expenditures, and participation in instruction-related faculty development); faculty development at the California Community Colleges (programs, expenditures, and participation in instruction-related faculty development); faculty and administrators). Fifty-one tables are provided. Appendices provide additional information on programs at all three segments. (KM)

ED 297 665

Berman, Paul And Others

Exploring Faculty Development in California
Higher Education. Volume III, Appendix, Report 88-20.

Berman, Weiler Associates, Berkeley, CA. HE 021 633

Berman, Weiler Associates, Berkeley, CA. Spons Agency—California State Postsecond ucation Commission, Sacramento. Pub Date—Jan 88

-179p.; For related documents, see HE 021

Note-1: 631-632. Available from—Publications Office, California Postsecondary Education Commission, Third Floor, 1020 Twelfth Street, Sacramento, CA 95814-3985.

95814-3985.

Pub Type— Reports - Research (143) — Tests/
Questionnaires (160)

EDRS Price - MF91/PC08 Plus Postage.

Descriptors—Administrator Attitudes, "College
Faculty, College Instruction, "Community Colleges, "Faculty Development, Higher Education,
Needs Assessment, Professional Continuing Education, Program Costs, Questionnaires, Released
Time, Sabbatical Leaves, "State Colleges, "State
Universities, Statistical Analysis, Statistical Bias,
Surveys, Teacher Attitudes, Teacher Participation, Travel
Identifiers—"California, California Community
Colleges, California State University, University
of California
The third volume of this three-part report pro-

of California

The third volume of this three-part report provides additional information concerning a study of faculty development in the three segments of California public higher education: the University of California, California State University, and the California Community Colleges. Section I of this volume presents study findings and background material on faculty development that were not included in Volume II (Findings): context and categories of faculty development, faculty perceptions of effectiveness, and development activity by rank and gender. Section III describes the study's design and methodology. Section III presents statistical estimates bearing on the findings presented in the first two volumes (inter-subject variation, non-response bias, and gender ard rank biases). Thirty-five tables are presented. Two appendices list the members of the study's advisory committee and examples of study data collection instruments which comprise one-third of the document. (KM)

ED 297 666 HE 021 64
Zikopoulos, Marianthi, Ed.
Profiles: Detailed Analyses of the Foreign Student
Population, 1985/86. HE 021 642 te of International Education, New York,

N.Y. Spons Agency—United States Information Agency, Washington, D. C. Report No.—ISBN-87206-162-0

Available from—Institute of International Educa-tion, 809 United Nations Plaza, New York, NY 10017 (\$29.95).

10017 (\$29.95).

Pub Type— Numerical/Quantitative Data (110) —
Tests/Questionnaires (160)

EDRS Price - MP01/PC08 Plus Postage.
Descriptors—Course Selection (Students), Educational Assessment, Ethnic Distribution, "Foreign
Students, "Geographic Distribution, Graduate
Study, Higher Education, National Surveys, "Student Characteristics, Undergraduate Study
The results of the most recent survey on foreign
students in regionally accredited institutions of
higher education in the United States are provided.
In-depth information is included on such tonics as:

students in regionally accredited institutions of higher education in the United States are provided. In-depth information is included on such topics as: what proportion of students from a specific country are graduates or undergraduates; what proportion of students in different fields are graduates or undergraduates; what proportion of students from a certain country are studying business and management, and what countries or world regions forcign students attending schools in California come from. Background is provided on methodology and data characteristics, organization, and special region and place of origin look at African, European, Latin American, Middle Eastern, North American, Oceanian, and South and East Asian students. Information is provided on foreign students within U.S. region, eacdemic level, and field of study (geographic and educational destinations, scademic level, and field of study). The appendices are detailed cross-tabulations; step 2/step 3 comparisons; selected characteristics of foreign students by country or other place, subregion, and world region of origin; fields of study; countries and other places by world region and subregion; and 1985/86 individual data (step 3) survey materials. Forty-one tables and figures are included. (SM)

ED 297 667 HE 021 643

HE U21 643
Howard, Edrice Marguerite, Ed.
Study in the United Kingdom and Ireland, An IIE
Guide to Study Abrond. Third Edition.
Institute of International Education, New York,

N.Y.

N.1.
Report No.—ISBN-87206-157-4
Pub Date—88
Note—366p.; For the second edition, see ED 283

Available from—Publication Service, IIE, 809 United Nations Plaza, New York, NY 10017

(\$14.95). ub Type—Reference Materials - Directories/Cat-

(\$14.93).
Pub Type— Reference Materials - Directories/Casalogs (132)
EDRS Price - MF01/PC15 Plus Pestage.
Descriptors—\*Access to Education, Educational
Opportunities, "Foreign Countries, Geographic
Location, Higher Education, International Cooperation, \*International Programs, International
Relations, \*Study Abroad, \*Travel
Identifiers—\*Ireland, \*United Kingdom
Information on \$28 study programs taking place

Relations, "Study Abroad, "Travel Identifiers—"Ireland, "United Kingdom Information on 828 study programs taking place in England, Scotland, Wales, Northern Ireland, and the Republic of Ireland is provided. Many are academic offerings of United States, British, and Irish colleges, universities, and polytechnics, and the remainder are offered by a variety of organizations such as adult education centers, vocational schools, field centers, art schools, professional organizations, and other public and private educational agencies. Instructions are given on how to use the book. Programs are listed by the country and city in which resident study takes place. Each program is broken down by sponsor and name, location, disets, subjects, credit, eligibility, instruction, highlights, costs, housing, deadline, and contract. There is a discussion of researching the options (Inguage considerations, program location, disabled students, adult learners); educational choices (arranging academic credit, types of study-abroad programs, internships); finances (scholarships, working shroad); and travel and living (laws and customs; accommodations; passports, visas, and vaccinations; medical insurance and other health concerns; transportation). The appendione list consortis and U.S. study-abroad census. Index I and II list sponsoring institutions and fields of study. (SM)

HE 021 644

ED 297 668 HE 021 64 Sergent, Marie T. And Others A National Survey of Services Provided for Dis-abled Students in Higher Education. Research Report #19-87.

Maryland Univ., College Park. Counseling Center.

Maryland Univ., College Park. Counseling Center.
Pub Date—87
Note—20p.; Best copy available.
Pub Type—Reports - Descriptive (141)
EDRS Price - MP61/PO1 Plus Pestage.
Descriptors—\*Accessibility (for Disabled), College
Students, 'Disabilities, Handicap Discrimination,
Higher Education, National Surveys, Nondiscriminatory Education, Peer Institutions, \*Social
Support Groups, Student Attitudes, Student
Needs, \*Student Personnel Services, Teacher At-

titudes

A nationwide sample of disabled college student service providers was surveyed concerning the services they offer, and the results are represented for large and small institutions in the sample. The needs of disabled students on college campuses have become a national concern over the past 10 years as more disabled persons are exercising their rights to a higher education. As they enter college and universities, campus service providers must deal with the question of how best to deliver the services that are most needed. There is a great diversity in the disabilities, so there is a need for specialized services. Studies show that able-bodied students tend to have negative attitudes toward these students on disabilities, so there is a need for specialized services. Studies show that able-bodied students tend to have negative attitudes toward these students on campus, and faculty members with previous experience with disabled students were most receptive to them. It is suggested that one form of support service would be training and educating faculty and staff. In order to collect data on programs and services office established a national data bank for disabled student service providers. The methodology of this survey, which was sponsored by the Association on Handicapped Student Services office established a national data bank for disabled student services omit characteristics and disabled student services unit characteristics are discussed. Data on the disabled student population and services available are included. Findings show that despite funding dilemmas, a wide variety of services were offered to disabled students in large and small institutions nationwide. This gathering of data may help disabled students in providing an impetus for the development of programs to address yet unmet needs. Contains 8 references. Tables are included. (SM)

ED 297 669 HE 021 645

Robbt, Joan.
Barriers and Biases toward Women: Impediments to Administrative Progression.
Pub Date—Mar 88

Pub Date—Mar 88

Note—13p., Paper presented at the annual Burlington International Women's Week (3rd, Burlington, VT, March 9, 1988).
Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plas Postage.
Descriptors—Academic Deans, \*Administrators, Career Ladders, Civil Rights, College Presidents, Employed Women, Employment Level, \*Equal Opportunities (Jobs), \*Females, Higher Education, Leadership, Occupational Aspiration, \*Promotion (Occupational), Role Models, Role Perception, \*Sex Bias, Stereotypes, Women Paculty

motion (Occupational), Role Modela, Role Perception, "Sex Bias, Stereotypes, Women Faculty Identifiers—"Women Administrators Barriers to administrative advancement for women in academe are discussed. A study of perceived managerial style and leadership skill of women two-year college presidents was designed to full a gap in research during an era of significant advancement opportunities for women. Leadership in higher education in the United States is gradually changing; in the period from 1973-1984, there has been a 93% increase in the number of women chief executive officers. Still, in 1985, less than 10% of presidential appointments were women. Leadership image is one of the major problems facing women trying to rise to the top level of their professions, since role models are few. In college and university administration, women administrators do "women's work," and they rarely serve as deans of business, engineering, or technology. Problems include such apecific on-the-job factors as differential reward systems, discrimination in pay or promotion, and lack of support for professional growth. Other findings include: the higher the rank, the fewer the women; the higher the rank the fewer the women; the higher the rank; the fewer the women often in smaller steps, while men are promoted more often in smaller steps, while men are promoted more often in smaller steps, while men are promoted more often in smaller steps, while men are promoted more often in smaller steps, while men are promoted more often in smaller steps, while men are promoted more often in smaller steps, while men are promoted more often in smaller steps, while men are promoted more often in smaller steps, while men are promoted more often in smaller steps, while men are promoted more often in smaller steps, while men are promoted more often in smaller steps, while men are promoted more often in smaller steps, while men are promoted more often in smaller steps, while men are promoted more often in smaller steps, while men are promoted more often often but make greater leaps. Contrences. (SM)

ED 297 670

ED 297 670

Finke, Gretchen R. Davis, Stephen F.

The Introductory Psychology Journal: A Technique for Increasing Course Relevance.

Pub Date—Apr 88

Note—8p.; Paper presented at the Annual Meeting of the Southwestern Psychological Association (Tulus, OK, April 21-23, 1988).

Pub Type. Reports Descriptive (141)—Speeches/Meeting Papers (150)

EDRS Price - MF01/P01 Plus Postage.

Descriptors—Creative Tenching, Diaries, Experimental Teaching, Higher Education, Instructional Effectiveness, \*Instructional Innovation, \*Journal Writing, \*Personal Narratives, \*Psychology, Reports, \*Student Journals, Teaching Methods, Writing (Composition)

The use of a student journal to relate the material covered in a particular course to real-life experiences has proven to be an effective technique that can be utilized in a wide variety of courses. This technique was adapted for use with two sections of Introductory Psychology at Emporia State University (Kanasa). Students were required to write a journal rather than a term paper during the semester. The instructions provided to the students were to analyze everyday occurrences in the terminology of psychology, applying the theories and principles ter. The instructions provided to the students were to analyze everyday occurrences in the terminology of psychology, applying the theories and principles of psychology. Students were told to illustrate psychology with personal examples and were instructed to hand in the journal 10 times during the semester, with feedback provided each time. On each hand-in date, the journals had to have two written pages of quality material. This project was intended to enhance student understanding of psychology, teach the students to think, and add a more individualized element to a predominantly lecture-type course. A element to a predominantly lecture-type course. A 38-item questionnaire was developed to evaluate the effectiveness of the journal project. Most of the questions were evaluated on a five-point Likert scale. Results of the study indicate that the students enjoyed the project and were encouraged to learn more about psychology and its relevance to their own lives. (SM)

ED 297 671 HE 021 648

ED 297 671 HE 021 648

Dinham, Sarah M.

Student Assessment in Architecture Schools.

Pub Date—Apr 38

Note—10p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Architectural Education, "Education Methods, Higher Education, "Education Methods, Higher Education, Models, "Outcomes of Education, Program Evaluation, Self Evaluation (Groups), "Student Evaluation, Undergraduate Study

Seri Evanuation (Citology)
Undergraduate Study
Identifiers—\*College Outcomes Assessment, University of Arizona
Definitions, issues, and concerns in efforts to docversity of Arizona
Definitions, issues, and concerns in efforts to document the quality and outcomes of undergraduate education are reviewed, and the University of Arizona assessment model is summarized to illustrate a comprehensive assessment plan suitable for a research university. The Arizona model is adapted to architectural education, and the special opportunities and challenges to be addressed by architectural educators who wish to document the quality and outcomes of their undergraduate programs are discussed. The Arizona model rests in the philosophical underpinnings that an undergraduate education should (1) help students acquire both general and specialized knowledge, (2) cultivate intellectual skills, (3) foster sound intellectual habits of mind, and (4) concern itself with student development. Major principles to inform the assessment design include faculty leadership, use of existing data, a multidimensional view of quality, multiple sources of information, and multiple methods of assessment. Assessment in professional schools and for schools of architecture is discussed. The field of architecture faces special challenges and opportunities in assessment than the confront and solve the issues of assessment it must confront and solve the issues of assessment lumptose, benefits, politics, method, coordination, and support facing all fields. Architecture faculty must design their own assessment thinking, stray faither of suidance. (SM) gies, and techniques due to the paucity of sources of guidance. (SM)

ED 297 672

HE 021 649

Newman, James F.

An Examination of the Perceptions of Academic Precedom of Dowling Callege Faculty Members and Administrators in General. The Emergence of Higher Education in America.

Pub Date—Jun 86

Note—105p.; Ed.D Practicum, Nova University.
Pub Type— Reports - Research (143) — Tests/Questionnaires (160) — Dissertations/Theses—Practicum Papers (043)

EDRS Price - MF91/PC05 Plus Postage.
Descriptors—"Academic Freedom, Administrative Policy, "Administrator Attitudes, "Educational Environment, Educational Philosophy, "Faculty College Relationship, Governance, Higher Education, Intellectual Freedom, Questionnaires, Student Rights, Teacher Attitudes, Teacher Rights, Teacher Role, Tenure Identifiers—"Dowling College NY
A questionnaire survey was conducted to examine scademic freedom as perceived by faculty members at Dowling College (New York) and by administrators in general. Topics covered in this study include: elements of academic freedom, the faculty and academic freedom, relationship of the Board of Trustees to the faculty, relationship of the Board of Trustees to the faculty, relationship of the Board of Trustees to the faculty, relationship of the Board of Board on the faculty, external pressures, governance, right to strike, and other areas. Recommendations include the following: establishing a Joint Committee on Faculty Rights and Responsibilities; establishing a committee of Board members, administrators, and faculty to examine the relationship of the board and administration to the faculty; reaching an agreement about the responsibility for faculty status; discussing the reponsibility for faculty status; discussing the reanting or non-granting of tenure; re-examining and clarifying institutional governance procedures; avoiding strikes at all costs; and recognizing and defending the academic freedom of students. An appendix provides the academic freedom of

ED 297 673 HE 021 650

Hoag, John H. And Others
Does a Professor's Reputation Affect Course Selec-

tion?
Pub Date—24 Mar 88
Note—18p.; Paper presented at the Missouri Valley
Economics Association Convention (St. Louis,
MO, March 24, 1988).

Paper Paper Paper (143)—Speeches/-

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150) — Tests/Questionnaires

(160)

Meeting Papers (150) — Tests/Questionnaires (160)

EDRS Price - MFBI/PCBI Plus Postage.

Descriptors—\*College Students, \*Course Selection (Students), Higher Education, Questionnaires, \*Student Attitudes, Student Behavior, Student Characteristics, \*Student Eshavior, Student Characteristics, \*Student Evaluation of Teacher Performance, Surveys, Teacher Characteristics To examine whether a professor's reputation affects course selection, a survey was conducted of about 280 students in a junior level marketing class required of all business students at Bowling Green State University (Ohio). The questionnaire listed 25 economics professors and asked what the students had heard about the professors in five dimensions: hard to get an A or B from; easy to get a D or F from; requires hard work; intimidates students in class; and seems to care about students. Students were also asked which professor they would like to have, which they would least like to have, and which they would select assuming they wanted to work hard and learn a lot. Finally, they were asked which professor they had for which class, and whether they would recommend him/her to a friend. Results included the following: (1) the reputation of some professors in not the same for all students; (2) one-fourth of the professors are expected to be easier by students who choose them; (3) most students do not express an opinion about the professor they would incose; and (4) most students who had not had a given professor had as much information about that professor as students who had taken a course with him/her. The questionnaire is appended. 8 references. (KM)

ED 297 674

Racial/Ethuic Data for 1984 Fall Enrollment and
Earned Degree Recipients for Academic Year
1984-85, E.D. Tals.

Center for Education Statistics (OERI/ED), Washington, DC.
Report No.—CS-88-200
Pub Date—Jan 88
Note—75p. Numerical/Quantitative Data (110)
EDRS Price - MP01/PC03 Plus Postage.
Descriptors—American Indians, Asian Americans, Black Students, \*College Students, \*Degrees (Academic), \*Enrollment Trends, \*Bithnic Groups, Graduate Study, Higher Education, Hispanic Americans, \*Minority Groups, Professional Education, Racial Distribution, Sex Differences, Undergraduate Study

cation, Racial Distribution, Sex Differences, Undergraduate Study
Tabulated data are provided on the enrollment and degree awards of higher education students by their racial/ethnic groups for academic year 1944-85. Surveys were sent to 3,379 higher education institutions in the United States and its territories. Tables in this report include institutions in the 50 states and the District of Columbia only. The response rate was 94%. Missing racial/ethnic data were imputed for 264 institutions (108 partial reports and 156 of the 169 nonrespondents). Five racial/ethnic categories were utilized: Black non-Hispanic, American Indian or Alaskan native, Asian or Pacific Islander, Hispanic, and White non-Hispanic. Nine tables, most of them multi-part, provide data on percentage distributions among racial/ethnic group by enrollment status and level, by sex, by type of institution, by state, and by degree.

HE 021 654 nary of Missouri Higher Education itatistical Su 1987-1988.

Missouri Coordinating Board for Higher Education, Jefferson City. Pub Date—88

Note—166p.

Available from—Missouri Coordinating Board for Higher Education, 101 Adams, Jefferson City, MO 65101.

Available from—Missouri Coordinating Board for Higher Education, 101 Adams, Jefferson City, MO 65101.

Pub Type— Numerical/Quantitative Data (110) EDRS Prics - MF01/PC07 Plus Pastage.

Descriptors—Access to Education, Bachelors Degrees, Education, Degrees (Academic), Doctoral Degrees, Educational Finance, "Enrollment Trends, Ethnic Groups, Faculty, Full Time Equivalency, Full Time Students, Geographic Distribution, "Higher Education, Masters Degrees, On Campus Students, Part Time Students, Private Colleges, Public Colleges, Racial Composition, "State Surveys, Student Financial Aid, Tenured Faculty, Two Yell Colleges and Information on higher ducation in Missouri is presented with an emphasis on data most frequently requested by members of the Missouri coordinating Board for Higher Education, staff of colleges and universities, state government officials, and the general public. Maps showing the location of Missouri institutions are provided along with a list of institutions by designated sectors. The areas of interest outlined by use of statistical tables are: current student enrollment data (public and independent institutions); enrollment trends; degrees conferred; financial statistics (public institutions); staff; and student financial aid (public and independent institutions); enrollment trends; degrees conferred; financial statistics (public institutions); staff; and student financial aid (public and independent institutions); enrollment trends; degrees conferred; financial statistics (public institutions); staff; and student financial aid (public and independent institutions); enrollment trends; degrees conferred; financial statistics (public institutions); staff; and student financial aid (public and independent institutions); enrollment trends; degrees conferred; financial state accepted government standard for education information surveys. (SM)

ED 297 676 HE 021 655 Langer, Philip
Tips for Teaching,
Colorado Univ., Boulder.
Pub Date—8?

Pub Date—8?

Note—8p.
Available from—The TUTOR Graduate Teacher
Program Newsletter, University Learning Center,
University of Colorado, Boulder, CO 80309-0107.

Journal Cit.—TUTOR: Graduate Teacher Program
Newsletter; v3 n 4 Win 1987

Pub Type—Guides - Classroom - Teacher (052) —
Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*College Instruction, Discussion
(Teaching Technique), Evaluation Methods,
Grading, Higher Education, \*Instructional Improvement, Learning Processes, \*Lecture

Method, Questioning Techniques, \*Teacher Effectivenesa, Teacher Student Relationship, 
\*Teaching Methods, Test Construction
Suggestions on how to enhance college teaching are provided. Lecturing is stressed as a critical component of teaching, and each lecture's introduction, main body, and conclusion must be correlated prior to any given lecture. Information on how to compose and give a lecture includes: what to put in an introduction; what can be done to help the student grasp the main body of the lecture; how to write a conclusion; what is the best style; how to sak for questions; on a sking questions focuses on: how to get students ready for a question and answer session; what is the of questions of questions of questions for a supplemental level; how to answer; how to can students into giving more detailed or complex responses, how to call on volunteers and non-volunteers; what to do if a student answers incorrectly; and bad habits. Evaluation topics are: use of "canned" tests; what to include in a test; length of tests; precautions to take in constructing multiple-choice items; marking essays and projects; what makes a test fair; and what to do with a filing student who approaches the teacher asking for help.

HE 021 656 Credit Transfer: Guidelines for Student Transfer and Articulation among Missouri Colleges and and Articustion among Missouri Colleges and Universities. Missouri Coordinating Board for Higher Education, Jefferson City. Pub Date—Oct 87

Note—18p.

Available from—Missouri Coordinating Board for Higher Education, 101 Adams, Jefferson City,

Higher Education, 101 Adams, Jefferson City, MÖ 65101.

Pub Type—Guides - Non-Classroom (055) — Legal/Legislative/Regulatory Materials (090) EDRS Price - MF01/PC01 Plus Postage.
Descriptors—'Articulation (Education), Associate Degrees, Bachelors Degrees, College Attendance, "College Transfer Students, Credits, Degrees (Academic), Grades (Scholastic), Higher Education, Intercollegiate Cooperation, Majors (Students), State Standards, "Student Mobility, "Transfer Policy Identifiers—"Missouri Coordinating Board for Higher Education is required by statute to "establish guidentian in the Missouri Coordinating Board for Higher Education is required by statute to "establish guidentians to promote and facilitate the transfer of students between institutions of higher education within the state," thus allowing students to complete a degree program in the shortest time possible whether remaining in one institution or transferring to another. These transfer guidelines are applicable to course credits and related matters for undergraduate students to want to transfer between Missouri to course classical queeness are applicable to course credits and related matters for undergraduate students to want to transfer between Missouri public colleges and universities. They are also recommended for Missouri independent institutions. Transfer policy information includes: baccalaureate degree program; general education; associate degree, associate of arts degree, associate of science degree, associate of public decience degree, other associate degrees; transfer without a degree; admission of transfer students (institutional admission, program admission); catalog; change in major; transfer of credit; transfer of grades; credit by examination, experimental learning, and pass full credit; and state certification or statutory requirements. Review procedures are discussed in terms of the committee on transfer and articulation and the appeal process. A glossary is included. (SM)

ED 297 678 HE 021 657 ED 27 678
Show Me Excellence: Assessment in Missouri
Public Colleges and Universities.
Missouri Coordinating Board for Higher Education,
Jefferson City.
Pub Date—Dec 87

Note—61p.

Available from—Missouri Coordinating Board for Higher Education, 101 Adams, Jefferson City, MO 65101.

MO 65101.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors— "Educational Assessment, Educational Finance, Educational Objectives, Expenditures, Higher Education, "Institutional Evaluation, Outcomes of Education, \*Public Colleges, Regional Schools, Reports, School Effectiveness, Seif Evaluation (Groups), State Standards, \*State Surveys

Identifiers— \*Excellence in Education, \*Missouri

Assessment projects at Missouri's institutions of higher education are summarized. At the request of the Missouri coordinating Board for Higher Education, each institution prepared a description that included information on the number of students involved, expected outcomes, and specifically related expenditures. In Missouri, assessment is considered an integral part of each college's and university's strategy to improve teaching and learning and of the state's strategy to monitor the effectiveness of its system of higher education. Many of the activities described here have been in place for some time, while others are very new or still being developed. A table showing institutional assessment initiatives from 1987-1988 focuses on ACT, placement, general education, major, survey, other, students involved, and expenditure. Report summaries are included for: four-year colleges, regional university; 1862 land-grand university; and community colleges. (SM)

ED 297 679 HE 021 658

ED 297 679

Sweet. Arleene, Ed.
Trends in Instructional Programs: Missouri Public Four-Year Colleges and Universities. Fiscal Year 1987.
Missouri Coordinating Board for Higher Education, Jefferson City.
Pub Date—Jun 88
Note—67p.
Available from—Missouri Coordinating Board for Higher Education, 101 Adams, Jefferson City, MO 65101.

Higher Edit MO 65101.

MÖ 65101.

Pab Type— Numerical/Quantitative Data (110) —
Reports - Descriptive (141)

Reports - Descriptive (141)

EDRS Price - MF01/PG3 Plas Postage.
Descriptors—Degrees (Academic), Educational Finance, "Enrollment Trends, Faculty, Pull Time
Equivalency, Full Time Students, Graduate Students, Higher Education, "Instructional Effectiveness, Majors (Students), Minority Groups,
Outcomes of Education, Part Time Students, Professional Education, Sex Biss, "State Surveys, Undergraduate Students
Identifiers—"Missouri

dergraduate Students Identifiers—"Missouri An overview of changes related to instructional programs that have occurred at Missouri's public four-year institutions between fiscal year (FV) 1983 and FY 1987 is provided. This updates a similar report published in 1983 for the years 1972-1982. It is part of an effort to employ an analysis of enrollment patterns, program mix, and institutional resource utilization to determine the effects of these factors at the state and institutional levels on the achievement of the higher education public policy goals of financial access, institutional quality in terms of mission, and funding efficiency. The subjects are: enrollment trends, FY 1983-FY 1987 (background, full-time equivalency enrollment, student level, part-time/full-time status, market share distribution, and summary observations); degrees conferred, part-time/full-time status, market share distribution, and summary observations); minority participation, FY 1983-FY 1987 (degree levels, discipline differences, degrees conferred, gender differences, and summary observations); and productivity trends, FY 1984-FY 1987 (instructional research staff, instructional expenditures, credit hours produced, credit hours produced per instructional staff, expenditures per credit hours produced, and summary observations). (SM)

ED 297 680

ED 297 680

Carroll, C. Dennis Chan-Kopka, Teresita L.

Collega Students Who Work: 1980-1984 Analysis
Fladings from High School and Beyond. High
School and Beyond. Analysis Report.

National Center for Education Statistics (ED),
Washington, DC.

Report No.—CS-87-413
Pub Date—Jun 88

Note—102p.: Data Series DR-HSB-80/84.

Available from—Superintendent of Documents,
U.S. Government Printing Office, Washington,
DC 20402.
Pub Type— Numerical/Quantitative Date (110)

DC 20402.
Pub Type— Numerical/Quantitative Data (110)
EDRS Price - MF01/PC05 Plus Pustage.
Descriptors—"Academic Persistence, College Students, "Educational Finance, Employment Experience, Employment Patterns, Equal Opportunities (Jobs), Higher Education, Part Time Employment, Racial Factors, Seasonal Employment, "Student Employment, Wages, Work Study Progressia.

Identifiers—\*High School and Beyond (NCES), Paying for College, \*Student Financial Contribu-

Paying for College, "Student Financial Contribution
Student employment while in college during
1980-1984 is presented, based on the High School
and Beyond dats for 1980 seniors. Who was working, how much was earned, what kind of jobs students held, and how employment was related to
college persistence are described. Data are limited
to traditional college students during 1980-1984.
An introduction looks at the purpose; high school
and beyond data; analysis procedures; and organizations of this report. Chapters focus on the following,
people working in college; amounts college students
earned; the number of different jobs college students
earned; chapter of the students worked; hourly
earnings; and the relationship of work to persistence
in college. Variables of type of institution, scademic
year, race/ethnicity, family income, and ability
level were considered. Among the findings are: a
greater concentration of jobs in the service sector
among college students than in the total civilian
labor force, with 23% of the student jobs were in
occupations connected with the service industry;
about 1 in 12 students worked more than full time
while astending college full-time, but 25% worked
less than 20 hours per week during the academic
year; and those who worked during the academic
year improved their persistence, while those who
worked in the summer did not. Three appendices
discuss: methodology and technical notes, accuracy
of estimates, and confidence levels; supporting tabless for figures one through four; and occupational
classification. Tables and figures are described.

(SM)

HE 021 694 ED 297 681 colley Statement on Disclosure, Confident and the Integrity of the Accrediting Procured on Postsecondary Accreditation,

ton, D.C.
Pub Date—Oct 84
Note—6p.; Adopted by the COPA Board on October 11, 1984.

ber 11, 1984.

Available from—Council on Postsecondary Education, One Dupont Circle, N.W., Suite 305, Washington, DC 20036 (free).

Pub Type—Guides - Non-Clasaroom (055) — Legal/Legislative/Regulatory Materials (090)

EDRS Price - MPDI/PC01 Plus Postage.

Descriptors—Academic Standards, \*Accreditation
(Institutions), \*Confidentiality, Disclosure, Ethics, Higher Education, \*Institutional Evaluation,
Integrity, Position Papers, Public Policy, Self
Evaluation (Groups)

Identifiers—\*Council on Postsecondary Accreditation

Identifiers—"Council on Postsecondary Accreditation

A policy statement on the accreditation process as
adopted by the Council on Postsecondary Accreditation (COPA) is presented. The process requires an
honest, rigorous self-analysis, an on-site evaluation
by a team of peers, a team report, a review by an
accrediting body, and final action defining the accrediting body, and final action defining the accrediting body, and final action defining the accrediting body and final action defining the acrediting body in formation. The purposes and
process are endangered when disclosure of aspects
of the process inhibits the institution's or program's
shilliy to provide full information and assess itself
candidly and the accrediting body's ability to render
sound judgement. Though this is a private process,
accrediting bodies have one to be viewed as quasi-public entities operating for the public interest.
Legitimate needs of accrediting bodies must be reconciled with broader societal needs requiring disclosure of basic and essential information. Relevant
considerations are discussed. Five principles relevant to disclosure are listed. Guidellines for accrediting bodies on disclosure of accrediting bodies
and information that must be published and
disseminated; information status; information available
upon request; information status; information available
upon request; information available only from the
institution, or by the accrediting body with the consent of the institution; information necessary to correct misrepresentation; and information not
available for dissemination under any circumstances. (SM)

ED 297 682 HE 021 695 stement on Rights and Responsibilities of ting Bodies and Institutions in the AcCouncil on Postsecondary Accreditation, Washington, D.C.

Pub Date—Apr 85 Note—5p.; Adopted by the COPA board April 19, 1985.

1985.

Available from—Council on Postaccondary Accreditation, One Dupont Circle, N.W., Suite 305, Washington, DC 20036 (free).

Pub Type—Legal/Legislative/Regulatory Materials (090) — Guides - Non-Clasaroom (055)

EDRS Pries - MF01/PO1 Plus Pestags.

Descriptors—Academic Standards, "Accreditation (Institutions), Confidentiality, Higher Education, "Institutional Evaluation, "Institutional Role, Integrity, Position Papers, Public Policy, School Responsibility, Self Evaluation (Groups)

Identifiers—"Council on Postaccondary Accreditation

A national, nongovernmental accreditation system is the key to ensuring that education remains fundamentally aound, responsible, responsive, and effective, thereby providing public confidence in the integrity and quality of educational institutions and programs. The Council on Postsecondary Accreditation (COPA) policy on the rights and responsibilities of accrediting bodies and institutions in this process is explained. Preconditions are that the institutions/programs and accrediting bodies are partners in the voluntary evaluation, and there is a mutual commitment among institutions/programs and accrediting bodies to candor, cooperation, integrity, trust, confidence, voluntary self-regulation, and assessment of educational quality. The policy statement looks at: development and promulgation of standards (with institutions/programs and accrediting bodies having the responsibility to involve broad participation of affected constituencies in developing standards and policies, develop consistent and flexible policies and standards, and conduct periodic review; and five stages of accreditation actions or process and concomitant statements of rights and responsibilities (basic procedures, information requested and supplied, site visit and review, decision, and follow-up). (SM) A national, nongovernmental accreditation sys-

ED 297 683

HE 021 696
COPA Self-Study Advisory Panel. Findings and
Recommendations Submitted to the Board of
Directors, The Council on Postsecondary Accreditation.
Council on Postsecondary Accreditation, Washing-

n, D.C.

Pub Date-2 Oct 86

Note—51p.

Available from—Council on Postsecondary Accreditation, One Dupont Circle, N.W., Suite 305,

Washington, DC 20036 (available for cost of du-

Available from—Council on Postsecondary Accreditation, One Dupont Circle, N. W., Suite 305, Washington, DC 20036 (available for cost of duplicating).

Pub Type—Reports - Evaluative (142)
EDRS Price - MP01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Standards, "Accreditation (Institutions), Educational Assessment, "Educational Quality, Higher Education, Institutional Evaluation, Institutional Evaluation, Institutional Evaluation, Institutional Evaluation, Position Papers, Public Policy, "Self Evaluation (Groups)

The final report from the Council on Postsecondary Accreditation, Self Regulation (Groups)

The final report from the Council on Postsecondary Accreditation's (COPA) Self-Study Advisory Panel on its review of COPA's objectives, priorities, governance, and financing is presented. Following a letter from the Chairman of the self-study advisory panel, a panel membership list, and a charge to the panel and overview of the study, six chapters look at the following: (1) the system of accreditation; (2) COPA objectives; (3) priority issues; (4) governance and structure (the board, board committees, and assemblies); (5) finance; and (6) a postacript for the future. Twenty-one recommendations are listed that suggest the role and mission of COPA must change to focus increasingly on stimulating dialogue and providing the kind of leadership that can make accreditation a positive instrument for assuring the quality education essential to the future of the United States. Seven appendices cover: persons submitting written testimony; summary of oral testimony; speakers list: oral testimony; summary of written testimony; members of written testimony; summary of written testimony; summary of written testimony; members of written testimony; members of written testimony; members of written testimony; members of written testimo

relations); and a glossary of acronyms. (SM)

ED 297 684

HE 021 697

Kells, H. R. Parrish, Richard M.

Trends in the Accreditation Relationships of U.S.
Postsecondary Institutions, 1978-1985.

Council on Postsecondary Accreditation, Washing-

-86

Pub Date—86 Note—17p.; For a related document, see ED 175 359.

Pub Date—56
Note—17p.; For a related document, see ED 175
359.

Available from—Council on Postsecondary Accreditation, One Dupont Circle, N.W., Suite 305,
Washington, DC 20036 (38.95).
Pub Type—Numerical (Quantitative Data (110) —
Reports—Research (143)
EDRS Price—MP01 Plus Postage. PC Not Available from EDRS.
Descriptors—"Academic Standards, "Accreditation (Institutions), "Educational Assessment, Educational Quality, "Institutional Evaluation, Institutional Role, National Survey, Postsecondary Education, Regional Characteristics, Relationship, Trend Analysis
As a follow-up to a 1979 study ("Multiple Accreditation Relationships of Postsecondary Institutions in the United States") by the Council on Postsecondary Accreditation (COPA) this report presents answers to some of the questions raised then.
The purpose was to explore in a longitudinal way most of the major facets of the 1979 study; explore in a more detailed way the phenomenon of multiple relationships, explore the relationship between the accreditation patterns found and the extent of state regulation or control experienced by the institutions; and explore in more detail the increasingly important accreditation relationships of non-regionally accredited proprietary postsecondary institutions, Study procedures and limitations are discussed. Findings are explained by accredited institutions, accreditation relationships of institutions, patterns of accreditation relationship to level of state regulation, and the national accreditation database. Results indicate: accreditation pristry base postity has grown overall since 1978 by one-fourth; regional differences in accreditation patterns persist; the basic patterns of relative extent of accreditation agency activity has postity has proved the regulation of institutions and the average number of accreditation relationships per institution. 7 references in accreditation ship between extent of state regulation of institutions and the average number of accreditation relationships per institution. 7 references. (

HE 021 698

The COPA Handbook.
Council on Postsecondary Accreditation, Washington, D.C.

ton, D.C.
Pub Date—Jul 38
Note—144p.
Available from—Council on Postsecondary Accreditation, One Dupont Circle, N.W., Suite 305,
Washington, DC 20036 (\$20.00).
Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage, PC Not Avail-

able from EDRS.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—"Accreditation (Institutions), "Administrator Guides, Administrator Role, Educational Quality, Higher Education, "Institutional Evaluation, Institutional Role, Public Policy, Reference Materials Identifiers—"Council on Postsecondary Accreditation, Site Visits

The three-part Council on Postsecondary Accreditation (COPA) handbook, an annual publication, covers an introduction to COPA, the recognition review process, and policies and guidelines. Part I includes: accreditation and the role of COPA; the COPA bands of the COPA to the committee, committee on recognition, committee on state relations, committee on professional development, nominating committee; COPA members (assembly of institutional accrediting bodies, assembly of specialized accrediting bodies, presidents policy assembly on accreditation); and the COPA staff. Part II is a guide to the COPA recognition review process which describes general information on site visits, applications, etc.; recognition provisions and procedures; supportive procedural material; the committee on recognition; and reader-consultants and visitors. Part III contains four COPA statements: operational policies; testimonial policies; ineragency guidelines. (SM)

ED 297 686

ED 297 686 HE 03 A Guide to COPA Recognized Accrediting B HE 021 699

1986-1988.
Council on Postsecondary Accreditation, Washington, D.C.

ton, D.C.
Pub Date—[88]
Note—235p; Biennial installment of updated information concerning members of COPA.
Available from—Council on Postsecondary Accreditation, One Dupont Circle, N.W., Suite 305, Washington, DC 20036 (\$10.45).
Pub Type—Guides—General (050) — Reference Materials—Directories/Catalogs (132)
EDRS Price—MF01 Plas Postage. PC Not Available from EDRS.
Descriptors—Academic Standards. \*Accreditation

able from EDRS.

Descriptors—Academic Standards, \*Accreditation (Institutions), \*Accrediting Agencies, \*Educational Quality, Higher Education, \*Institutional Evaluation, National Surveys, Quality Control Identifiers—Council on Postsecondary Accreditations

Identifiers—Council on Postsecondary Accreditation
Basic information about each of 50 accrediting bodies that have been evaluated by the Council on Postsecondary Accreditation (COPA) and recognized as meeting acceptable levels of quality and performance is provided. Information was supplied by the individual accrediting bodies, who were asked to update and verify the accuracy of information from the 1984-1986 guide. The introduction looks at the following: the accrediting process; procedures in accreditation; COPA's role in accreditation; and the organization of COPA a COPA organization chart is included. The three major sections focus on: national institutional accrediting bodies (such as American Association of Bible Colleges and National Home Study Council); regional institutional accrediting bodies (such as Middle States Association of Schools and Colleges); and specialized accrediting bodies (such as Society of American Forests and the American Dietetic Association). Facts in each entry include such items as structure, recognition classifications, procedures; and fees of the organizations. (SM)

ED 297 687 HE 021 700

Heterick, Robert C., Jr.
A Single System Image: An Information Systems
Strategy. Professional Paper Series, #1.
CAUSE, Boulder, Colo.

Spons Agency—Digital Equipment Corp., Maynard, Mass.

Pub Date—88 Note—30p. Available fre

vailable from—CAUSE Publications, 737 Twenty-Ninth Street, Boulder, CO 80303 (\$16.00).

Avanacie from—CAUSE Fublications, 737
Twenty-Ninth Street, Boulder, CO 80303
(\$16.00).
Pub Type—Opinion Papers (120)
EDRS Price - MFDI/PC02 Plus Postage.
Descriptors—Communications, Computer Managed Instruction, "Computer Uses in Education, "Dial Access Information Systems, Education, "Information Prevailed Programment of Programment

ED 297 688 HE 021 702 Origin of Kestucky College and University Enroll-ments. Fall 1987. Kentucky Council on Public Higher Education, Frankfort. Pub Date—Jun 88 Date-Jun 88 -155p.; Reference Number SO88159A.

Available from—Council on Higher Education, West Frankfort Office Complex, 1050 U.S. 127 South, Frankfort, KY 40601. Pub Type—Numerical/Quantitative Data (110)

Available from—Council on Higher Education, West Frankfort Office Complex, 1050 U.S. 127 South, Frankfort, KY 40601. Pub Type—Numerical/Quantitative Data (110) EDRS Price - MP01/PC97 Plus Pustage. Descriptors—Access to Education, College Freshmen, Community Colleges, Educational Assessment, "Enrollment Trends, "Geographic Distribution, Higher Education, in State Students, "Place of Residence, Private Colleges, Professional Education, Residential Patterns, State Colleges, "State Surveys, Two Year Colleges, Professional Education, Residential Patterns, State Colleges, "State Surveys, Two Year Colleges Identifiers—"Kentucky A detailed description about the origin of students in Kentucky state-supported and independent institutions of higher education is features. Information about county and state of origin for all students, first-time freshmen, and professional students is included as well as definitions of terms. Lists of the membership in the Commonwealth of Kentucky Council on Higher Education, semior colleges and universities, junior colleges, and community colleges in Kentucky are provided. All of Kentucky's 120 counties are represented. The regional drawing power of colleges and universities is evidenced by the number of first-time freshmen who enroll at institutions near their home county. Public community colleges are most likely to attract students from home and contiguous counties (93%). Of the senior public institutions, the University of Louisville (77%) and Northern Kentucky Unive

## IR

ED 297 689 IR 011 902 Kastuck, Edwin Naum And Others Computer Education Carriculum. Student Goals and Activities, Grade 6, MSAD #5. Maine School Administrative District #5, Rock-land.

Pub Date-Mar 85

land.
Pub Date—Mar 85
Note—86p.
Pub Type—Guides - Classroom - Learner (051) —
Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Pestage.
Descriptors—"Computer Literacy, Curriculum Development, Grade 6, Intermediate Grades, Learning Activities, "Microcomputers, Programing, "Resource Materials, Teacher Developed Materials, Teaching Methods
Designed to provide teachers with a set of goals, activities, and supporting resource materials that will assist them in providing students with opportunities to acquire computer skills, knowledge, and understanding, this document presents major concepts and related assignments for a proposed computer curriculum. Topics covered include: the historical development of computers; the computer's impact on the future of society; the vocabulary of terms related to the computer and computer user, correct computer task applications; and computer programming. A variety of hands-on applications and concept instruction is provided throughout; in addition, a pre/post test is included. A significant portion of the document consists of an appendix which includes diagrams, sample keyboards, a list of computer terms, computer operation instructions, educational games, sample programs, eight programming leasons to be completed by students (answers provided), a list of references, and an answer key for the pre/post test. The Meet the Computer Kit referred to is recommended for use by others; however, it is not included. (JB)

ED 297 690

IR 012 020

ED 297 690 IR 012 020 Simon, John J., Ed.
Learning from the Technology or Learning with It:
Being a Brief History of, and Inquiry into, the
Presence of Computers on Campuses.

Pub Date-85

Pub Date—85 Note—23p. Available from—Harvard University Office for In-formation Technology, 1730 Cambridge Street, Cambridge, MA 02138 (83.00). Journal Cit.—Information Technology Quarterly; p8-29 Sum-Fall 1985 Pub Type—Journal Articles (080) — Reports - De-scriptive (141). EDBS Price. MP01/PC01 Plus Postage.

p8-29 Sum-Fall 1985
Pub Type—Journal Articles (080) — Reports - Descriptive (141)
EDRS Price - MPDI/PC01 Plus Postage.
Descriptors—"Computer Assisted Instruction, Computer Literacy, "Computers, Computer Science, Educational Trends, "Higher Education, History, Institutional Cooperation, "Microcomputers, Online Systems, Position Papers, Program Descriptions, "Technological Advancement, Time Sharing
This article provides a historical survey of computing in scademe from scientific- and engineering-oriented batch computing through contemporary student use of personal computers in a wide range of disciplines. The transition from batch-style, through timesharing, to distributed computing using stand-alone microcomputers in conjunction with institutional networks is illustrated, as is the multi-faceted personality of the personal computer. Considerations accompanying the shift from timesharing to personal computing as the principal mode of computer filteracy, and software acquisition and dissemination. A sampling of institutional strategies for providing computing are related and the distinctive computing environments at several major institutions are explored in terms of physical, logistical, and pedagogical considerations. The trend toward corporate-institutional partnerships is accorded particular attention. The article concludes by recording thoughts on the pedagogical value of the personal computer from several sectors, including faculty, administration, and the computer inclustry, and attempting to establish a perspective for viewing the personal computer in the context of the total academic environment. (Author/THC)

IR 012 189

Artificial Intelligence.
Harvard Univ., Cambridge, MA. Office of Information Technology.

Pub Date—85

Note—41p.
Journal Cit—Information Technology Quarterly; v4

Pub Type— Collected Works - Serials (022) — Historical Materials (060) — Information Analyses

rub Type—Collected Works - Serials (022) — Historical Materials (060) — Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—"Artificial Intelligence, Cognitive Processes, "Computer Science, "Expert Systems, History, Intelligence, Law Schools, Lawyers, Logical Thinking, Programing Languages, Robotics, "Technological Advancement
This issue of "Information Technology Quarterly" is devoted to the theme of "Artificial Intelligence." It contains two major articles: (1) Artificial Intelligence and Law" (D. Peter O'Neill and George D. Wood); (2) "Artificial Intelligence A. Long and Winding Road" (John J. Simon, Ir.). In addition, it contains two sidebars: (1) "Calculating and Searching"; (2) "Cognitive Science and Artificial Intelligence (Donald S. Bradshaw). The issue is designed to provide a historical perspective as well as to describe some specific applications of artificial intelligence and expert systems. Issues addressed in the first article include a brief history of law and artificial intelligence and expert systems. Issues addressed in the first article include a brief history of law and ratificial intelligence and expert systems. Issues addressed in the first article include a brief history of law and legal reasoning; research into the cognitive processes of legal reasoning; Project PERICLES, a joint research endeavor between the Harvard Law School and Digital Equipment Corporation to study the uses of computer technology in the legal domain of landlord tenant law; and a description of cognition and law research. An expert system developed at Harvard (NOMOS-from the Greek concept of law) is described, including implementation methods, modules, and system integration. The second article provides a history of the mechanization of human thought, citing the work of Plato, Descartes, Pascal, Charles Babbage, H. P. Babbage, Alan Turing, Claude Shannon, and others who laid the ground work for today's principles of artificial intelligence. More recent research in the field by American scienti

expert systems are also described. Each article includes its own list of references. (JB)

IR 012 249 ED 297 692

Clinton, Junear S., Comp. And Others VIPES: Video Interacting "Personably" with Ex-ceptional Student Education. Pub Date—Jan 86

Note—104p.; Handout distributed in connection with a presentation at the Florida Instructional Computing Conference (Orlando, FL, January

1986).

Computing Conference (Orlando, FL, January 1986).

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150).

EDRS Price - MF01/PC0S Plus Postage.

Descriptors—Computer Assisted Instruction, "Computer Literacy, "Computer Software, "Disabilities, Elementary Secondary Education, "Input Output Devices, "Interactive Video, Microcomputers, Scripts, Special Education, Videotape Recordings Identifiers—Plorids Diagnostic and Learning Resources Systems, Instructional Technology Services Network FL

This packet of materials was distributed in consection with a presentation on the Florida Diagnostic and Learning Resources Systems (FDLRS) Instructional Technology Network's production of an interactive videocassette tape for use for self-directed inservice study for teachers and administrators working with handicapped students. The handout includes the script for the videocassette tape, which was entitled "Microcomputer Adaptive Peripheral Devices for Handicapped Students"; a draft version of the SuperPILOT program that directed the Panasonic Video Tape Player/Recorder and Apple Ile microcomputer; a list of hardware and software requirements; a sample "pre-requisite" self-directed instructional packet for teachers; and a partial ERIC bibliography on developing interactive video. (Author/ DJR)

ED 297 693

ED 297 693 IR 012 326

Lawis, R. A Thesaurus for Information Technology and Education. Occasional Paper ITE/6/86.
Lancaster Univ. (England). Dept. of Psychology. Pub Date—Jun 86

cation. Occasional Paper ITE/6/86.
Lancaster Univ. (England). Dept. of Psychology. Pub Date—Jun 86
Note—Jun 86
Note—Sup 186
Note—Sup 186
Note—Sup 186
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Not

ED 297 694 IR 012 33 Roberts, Linda G. Training of Teachers in the Instructional Use of Technology. TR 012 333

Spons Agency—Corporatior, for Public Broadcast-ing, Washington, D.C.; National Center for Edu-cational Statistics (ED), Washington, D.C. Pub Date—Mar. 25 Contract—C-300-83-0153

Contract—C-300-83-0153
Note—94p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Paudio Equipment, \*Computers, \*Educational Technology, information Technology, information, National Programs, Regional Programs, School Districts, State Programs, Teacher Education, Teaching Methods, Videodisks
Identifiers—National Center for Education Statistics

ldentifiers—National Center for Education Statistics
The purpose of this study was to survey current practices in training teachers to use audio, video, and computer technology in their classrooms, ascertain the usefulness of that training, and provide recommendations for the National Center for Educational technology. The introduction briefly summarizes the purposes and rationale for the study as well as the data collection process. The major finding-a predominant concern with training that dealt with computers—is also noted. Section two provides an overview of the assumptions that underfictraining in the instructional uses of technology. Examples of training efforts are used to illustrate how these assumptions influence the design and provision of training. The next section discusses the roles of the various training providers and gives annotated descriptions of local school district technology resional technology training and support programs, and national demonstration projects on how me wetchnology can contribute to learning, development and education. The report concludes with a discussion of some research questions that should be addressed in order to systematically examine the assumptions around which training practices are built, and to assess how training and support activities affect the instructional use of information technologies in the classroom. An annotated bibliography, selected references, and a list of persons interviewed are included. A chart summarizing state government efforts to promote instructional computing is appended. (DJR)

ED 297 695 IR 012 335

Senses, Donald J.
The Challenge of Excellence in Education through
Technology.
Pub Date—11 Jul 83

Pub Date—11 Jul 83

Note—16p.; Paper presented at Microfest \*83
(Storrs, CT, July 11, 1983).

Pub Type— Reports - Descriptive (141) —
Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Literacy, "Computer Uses in Education, Course Selection (Students), "Educational Research, "Educational Technology, Education Courses, "Federal Programs, "Scores, Special Education Commission on Excellence in Education

Several factors have been involved in elevating education as a prime issue of national concern. One such factor has been the advent of new technologies; Several factors have been involved in elevating education as a prime issue of national concern. One such factor has been the advent of new technologies; another has been the report by the National Commission on Excellence which found a steady decline in Scholastic Aptitude Test scores, an increase in adult illiteracy, selection of nourigorous academic studies by students, grade inflation with course content deflation, and people leaving the teaching profession. As a result of these findings, the Commission has called for the strengthening of state and local high school graduation requirements for English, mathematics, science, social studies, and computer science. The Office of Educational Research and Improvement (OERI) in the U.S. Department of Education is implementing programs using technology to improve teaching basic skills and using educational television to teach science. Federal grants have been swarded to various projects investigating the use of technology to offer training in an alternative occupation in high technology for secondary schools, to improve mathematics and reading skills, to develop computer managed instruction, to offer computer science courses for learning disabled and handicapped students, and to establish a Center for Technology to conduct research. The last project has been the Reagan Administration's engouragement to schools to become involved with and share information on instructional technology, and to get the private sector more involved in instructional technology. (DJR)

structional technology, and to get the private sector more involved in instructional technology. (DJR)

ED 297 696

IR 012 336

Senese, Donald J.

The Challenge of the Information Age-Porging the Frontiers of Excellence in Education.

Pub Date—22 Oct 83

Note—17p.; Keynote address presented at the conference on "Computer Impact on Excellence in Education" (Belliflower, CA, October 22, 1983). Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MP01/PO1 Plus Postage.

Descriptors—Basic Skills, "Computer Assisted Instruction, Computer Literacy, Computer Science Education, Computer Literacy, Computer Science Education, Computer Science Education, Computer Science Education, Computer Science Education, Technology, Elementary Secondary Education, "Federal Programs, Instructional Effectiveness, "Instructional Improvement, Instructional Systems, Job Skills, Microcomputers, Research Projects, "Skill Development Pointing out the current need for emphasis on academic achievement and excellence, this paper discusses challenges faced by educators in seeking to make the best use of advanced technologies to prepare students for life in the information society. The three major goals of education are identified as preparing individuals with the computer skills as preparing individuals with the computer skills instruction, and increasing the productivity of teaching, its noted that interest in using technology in schols at all levels is widespread, as evidenced by statistics on microcomputer acquisition and use, and special meetings to explore potential uses of technology. The importance of the computer as a tool for the importance of the computer as a tool for the importance of the computer as a tool for the importance of the computer as a tool for the importance of the computer as a tool for the importance of the computer as a tool for the importance of the computer as a tool for the importance of the computer as a tool for the importance of the computer as a tool for the importance of the comput

ED 297 697 IR 012 337 Senses, Donald J.
Educating for Excellence: The Role of Instructional Technology.

Pub Date—29 Aug 83
Note—17p.; Paper presented before the Education Faculty and Students of the University of North Carolina at Wilmington (Wilmington, NC, August 29, 1983).
Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptor; (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Literacy, "Computer Uses in Education, Course Selection (Students), "Educational Research, "Educational Technology, "Education Courses, "Federal Programs, Instructional Systems, Scores, Special Education Identifiers—National Commission on Excellence in Education

Identifiers—National Commission on Excellence in Education
Several factors have been involved in elevating education as a prime issue of national concern. One such factor has been the advent of new technologies; another has been the report by the National Commission on Excellence which found a steady decline in Scholastic Aptitude Test Scores, an increase in adult illiteracy, selection of nonrigorous academic studies by students, grade inflation with course content deflation, and people leaving the profession. As a result of these findings, the Commission has called for the strengthening of state and local high school graduation requirements for English, mathematics, science, social studies and computer science. The Office of Educational Research and Improvement (OERI) of the U.S. Department of Education is implementing programs using technology to improve the teaching of basic skills and using educational television to teach science. Federal grants have been awarded to various projects exploring the use of technology to offer training for alternative occupation in high technology for secondary schools, to improve mathematics and reading skills, to develop computer managed instruction, to offer computer science courses for learning disabled and handi-

capped students, and the award of a grant to Har-vard University for the establishment of a Center for Technology to conduct research. The last project has been the Reagan Administration's encourage-ment to schools to become involved in and share information on instructional technology, and to get the private sector more involved instructional technology. (DJR)

IR 012 338

Senese, Donald J.

Excellence in Our Schools: Differences That

Pub Date—14 May 84
Note—10p.; Paper presented at the Southeastern
Regional Conference of the Secondary School
Recognition Program (Columbia, SC, May 14,

1984).
Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF91/PC91 Plus Pestage.
Descriptors—Computer Assisted Instruction, Computer Managed Instruction, \*Computer Uses in Education, \*Education, Education in Education, \*Education in Education, \*Education, Education in Television, Microcomputers, Role of Education, \*School Effectiveness, Secondary Education, Technological Advancement, Videodisks

cation, "School Effectiveness, Secondary Education, Technological Advancement, Videodiaks
America is changing from an industrial age to an information age wherein a premium is placed on the rapid acquisition, assimilation, and use of knowledge. Instructional technology offers the filed of education an unprecedented opportunity to emphasize learning, increase teacher productivity and make more effective schools. Educators must face the reality that educational reform and technology are going to require a new way of looking at teachers, the teaching profession, and instructional methods. It is going to require a rethinking of the structure of the educational system to include more instruction outside the traditional four wall classroom, allowing more education in the home and in community centers. Computers will be able to assist in remedial work and higher skill work, and in record keeping and monitoring of student progress which will free the teacher for other tasks. Technology will require a higher level of skills of teachers; they will need to know the tools (e.g., microcomputers, videodiscs, cable television and slow scan television) and how to use these tools effectively for such tasks as remedial work, building word vocabulary, or tutoring possibilities. Technology must be integrated into the educational program, and its use for both technological goals and educational goals must be maximized. This will require making necessary changes and adjustments to improve the current model or make a new one. Finally, educators need to be opportunity oriented, not problem prone, in focusing on technology in education. The result will be a more productive, more efficient and more effective educational system delivering learning to all areas of the population. (DJR)

ED 297 699 IR 012 339

ED 297 699 IR 012 339
Senese, Donald J.
Higher Education and Technology—The Challenge
We Face in the 1980s.
Pub Date—5 Apr 84
Note—14p.; Paper presented at Loyola University
(Chicago, IL, April 5, 1984).
Pub Type— Opinion Papers (120) — Speeches/
Meeting Papers (150) — Reports - Descriptive
(141)

(141)

Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MFDL/PC01 Plus Postage.
Descriptors—Computers, Educational Research,

\*Educational Technology, Government Role,

\*Higher Education, \*Individualized Instruction,

\*Role of Education, Scientific and Technical Information, Technological Advancement, Training

America is shifting from an industrial age to a technological age and the computer has an expanding role in our everyday lives. The key to the expansion of education over the coming decades will be the computer, which, in every kind of setting from schools to the home to the library to the community, will enhance individualized instruction. This will present challenges not only in our own country, but in the international arena as well. When faced with such challenges this nation will turn to higher education for practical solutions. In accordance with the Reagan Administration's desire to promote less federal control and more state, local, and institutional autonomy in education, there will be no massive federal aid program to provide software and/or hardware for universities, although currently

funded programs-student losss and grants for innovative projects from the Fund for the Improvement of Postsecondary Education (FIPSE)-will help higher education to participate in the technology revolution. The specific contributions of higher education might be: (1) research that assists business and industry to advance the technological frontier; (2) education and training of scientific and technical manpower needed by business and industry; (3) preparation of all citizens to live in a technological society in which decisions are increasingly based on scientific and technological considerations; and (4) research on how best to use technology to advance education at all levels. The advantages of electronic learning can give greater access to education and all evels. The advantages of electronic learning can give greater access to education and more extensive educational opportunities, and enhance the relationship between teachers and students. A great educational system can further expand by developing a more knowledgeable population and informed worker and consumer. An expanded and better educated population can assist American productivity at home and American leadership in the world. (DJR)

Gilbert, Steven W. Green, Kenneth C. New Computing in Higher Education. Pub Date—36

New Companing in Trigoer Education.

Pub Date—86

Note—169.

Note—169.

Journal Cit—information Technology Quarterly; v5
n² p10-23 Sum-Fall 1986

Pub Type— Journal Articles (080) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Access to Information, "Computer Assisted Instruction, Computers, Computer Software, Cost Effectiveness, Equal Education, "Higher Education, "Program Implementation, Research Tools, "School Business Relationship, Standards, Word Processing

With the advent of the computer revolution, major changes are underway in the ways campuses deal with computing and computers. One change is the gathering momentum of faculty members and administrators to become computer users. Another is the vast amount of individual and institutional effort with computing and computers. One change is the gathering momentum of faculty members and administrators to become computer users. Another is the vast amount of individual and institutional effort invested in plans for integrating computing into the curriculum. Implementation issues that have presented problems for many institutions unwilling to learn from the experience of others are concerned with specific computer usage, faculty training, appropriate software, maintenance of equipment, cost effectiveness, and the actual process of integration. Today's campus leaders need to look at general classes of computing applications, such as their use for academic research, their role in instruction, and their ability to enhance productivity for faculty, staff, and students, and to integrate computing into the curriculum in ways that recognize all three of these dimensions and their interdependence. Although other issues such as computer equity, standardization, and industry support of campus development activities need to be addressed, it would be unwise for colleges to wait around for "ultimate answers." They would be better off pursuag an alternative that puts in place now broadly useful, affordable machines chosen for their ability to do identified work. Both campuses and the information-technology industry share the common goal of expanding the use of computing technology. To do this, all parties should acknowledge the cultural gap between academe and industry and listen to each other. (DJR)

IR 012 488 ED 297 701 Smith, Susan Staples Selecting the "Right" Microcomputer. EDUTECH International, Bloomfield, CT.

EDUTECH Internstional, Bloomfield, CT.
Pub Date—86
Note—69.
Available from—EDUTECH International, 120
Mountain Ave., Bloomfield, CT 06002-1634
(387.00 for one-year subscription).
Journal Cit.—EDUTECH Report; v2 n5 p1,3,7 Aug
1986 v2 n6 p4-5 Sep 1986
Pub Type— Collected Works - Serials (022) —
Guides - Non-Classroom (055) — Opinion Papers
(120)

(120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Adoption (Ideas), \*Change Strategies, \*Computer Software, Educational Administration, \*Educational Facilities Planning, Higher Education, Human Facilities Planning, Microcomputers, \*Program Implementation, \*Standards, Training, Users (Information)

dentifiers—\*Academic Computing, Computer Technicians, Workstations

Identifiers—"Academic Computing, Computer Technicians, Workstations
Microcomputers need to be introduced and effectively managed in academic organizations, where compatibility becomes an important issue as users wish to communicate with other users via computer. The need to standardize hardware and software thus becomes an important issue. The first step in selecting a microcomputer standard is the selection of asearch committee to determine the specific set of microcomputer needs on the campus. This committee to determine the specific set of officer areas of concern: administrative, end user, technical, and training. In the second step, the selection of software, the end users, technical staff, and trainers need to concentrate on the best fit in the campus environment. Issues to be considered include flexibility, future needs, DOS compatibility, per of training to be done, and the reputation of the vendor. Technical representatives on the committee will play a major role in the third phase, the selection of hardware. Technical factors to be considered will range from processor speed and display clarity to possibilities for upgrading the system. Ways to facilitate the fourth phase, implementation, range from getting end users involved in pre-instaliation planning, through running computer systems arralled with manual and exiting automated systems in the beginning and installing microcomputers in phases wherever possible, to taking ergonomic considerations into account when planning workstations. (BBM)

IR 012 537 ED 297 702 IR 012 53' Computer Awareness: Module Syllahus. Kristwood Community Coll., Cedar Rapids, Iowa. Pub Dute.—83

Computer Awareness: Module Syllabus.

Kirkwood Community Coll., Cedar Rapids, Iowa. Pub Date—83
Note—17p.
Pub Type—Guides - Clasaroom - Teacher (052)
EDBS Price - MF01/PC01 Plus Postage.
Descriptora—College Faculty, Community Colleges, Computer Assisted Instruction, "Computer Literacy, Course Descriptions, "Independent Study, Inservice Teacher Education, "Learning Modules, "Microcomputers, "Objectives, Programing, Programing Languages, Teaching Methods, Two Year Colleges, Videotape Casettes Identifiera—Kirkwood Community College IA
This course description outlines an independent-study computer awareness course for community college faculty that uses videotapes, computer-assisted instruction, and individual study modules. The outline includes the rationale for the course and the media to be used; time required to complete the course, the goals of the course; the topics covered by the five course modules; the teaching methods to be used (closed circuit television, study guide, and hands-on use of a microcomputer;) evaluation (each module contains a self-test segment); and the required course materials (a disletite for the modules on computer usage and/or computer swareness (history of computers, their impact on society, and applications in various areas); (2) computer usage (commercial software selection and acquisition, hands-on computer usage) (ata); (3) computer usage (commercial software selection and acquisition, hands-on computer usage); (4) programming in BA-SIC and other languages (problem analysis, starting up BASIC, BASIC commands and statement, advanced concepts, programming casming programs, and other programming languages; and (5) integrating the computer into the curriculum. The syllabus for the first module, which is included in this document, provides a statement of behavioral objectives, lists the module sequence, estimates the time required for completion, lists keyeterms and phrases, and presents information on the three topics covered. (DJR)

ED 297 703 IR 012 552 1R 0)
Software Selection, Evaluation and Organiz
[and] Software Reviews. Article Reprints.
International Council for Computers in Edi
Bugene, Oreg.
Pub Date—[85]
Note—117. Bu

Pub Date—[85]
Note—117p.; For a previous collection of reprints from the same source, see ED 262 757.
Available from—International Council for Computers in Education, University of Oregon, 1787 Agate Street, Eugene, OR 97403.
Journal Cit—Computing Teacher; 1982-1986
Pub Type— Collected Works - General (020) —

Guides - Non-Classroom (055) - Journal Arti-

cles (080) EDRS Price - MF01 Plus Postage, PC Not Avail-

Guides - Non-Classroom (055) — Journal Articles (080)

EDRS Pries - MF01 Plus Pustage. PC Not Available from EDRS.

Descriptors—"Computer Software, Computer Software Reviews, "Computer Uses in Education, Elementary Secondary Education, "Evaluation Methods, "Instructional Material Evaluation, and organization of software published between August 1983 and March 1986, as well as more than 20 reviews of educational software packages published between December 1982 and June 1986. The articles are: (1) "The New Wave of Educational Software" (Ludwig Braun); (2) "How Do Teacher and Student Evaluations of CAI Software Compare?" (Barbara Signer); (3) "The DISC Model for Software Evaluation and Support Material Design" (Shelly Yorke Rose and Carol Klenow); (4) "Cooperative Learning" (David W. Johnson and Roger T. Johnson); (5) "Teacher + Computer = More Learning" (Cathy Chmielowski Carney); (6) "Teaching with Your Fingertipe!" (Sharon Burrowes); (7) "Selecting Computer Software-We Take It Seriously!" (Jean Donham); (8) "The Software Selection Process: Some Management Questions" (Anne Batesy); (9) "Enrichment Courseware for Middle School Mathematics" (Lois Edwards); (10) "Doing Science" (Richard C. Adams); and (11) "Project DISC Developing Indian Software Curriculum" (Carolyn Jacobi and Carl Edeburn). The computer software programs reviewed are designed for use in teaching problems-solving and reasoning skills; Boolean logic and basic elements of computer circuitry; reading systems, integrated applications, and readability analysis. Each review provides the name of the software programs, the name of the reviewer, the producer's name, target audience, hardware requirements, and cost. (DJR)

ED 297 704

He Description of the software Educations, and readabilit

IR 012 655 ED 297 704

Huschinson, Thomas Lloyd Surface Description and Motion Control for Ani-mated Three Dimensional Computer Generated

mated Three Dimensional Computer Generateu Characters. Pub Date—36 Note—65p.; Master's Thesis, Ohio State Univer-

Note-0-3P; Interest airy, Pub Type-Dissertations/Theses (042) — Information Analyses (070) EDRS Price - MP01/PC03 Plus Postage. Descriptors—\*Animation, Characterization, \*Computer Graphics, Computer Software, \*Motion, \*Production Techniques, \*Three Dimensions At-la.

tion, \*Production Techniques, \*Three Dimensional Aids
This study of the relationship of computer technology to character animation focuses on the advantages and constraints of developing three-dimensional characters for computer animation. Three different levels of the complexity involved in animating characters for computer animable motion within this environment; (2) motion control of rigid monolithic objects, including the principles of acceleration/deceleration, the physical laws of motion, simple squash and stretch, and object attachment and articulated appendages for characters; and (3) shape change techniques for animating characters, including deformations, shape interpolation, growth, fractals, and particle systems. The principles of three-dimensional environment character interaction are also described. Interfacing between different animation software programs is identified as a serious problem for the computer animators, and the development of an industry standard for software is strongly advocated as a first steptoward solving this problem. Thirteen references are included. (MES)

ED 297 705 IR 012 794 Jones, Paul E. Wall, Robert E. Curricular Applications of ITV in Maryland. Pub Date—22 Apr 87 ote—30p.; Paper presented at the Annual Meet-ing of the American Educational Research Asso-

ciation (Washington, DC, April 20-24, 1987).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MP01/PC02 Plus Postage.
Descriptors—"Educational Television, Elementary
Secondary Education, "Programing (Broadcast),
School Surveys, State Surveys, Teacher Attitudes,
"Teaching Methods
Identifiers—"Maryland
A statewide survey of Classroom teachers was

Identifiers—"Maryland
A statewide survey of classroom teachers was conducted to determine curricular applications of instructional television (ITV) in Maryland. The stratified random sample utilized consisted of 62% elementary, 17% middle, and 21% secondary school teachers; the usable response rate was 59.1% and consisted of 618 teachers. The following questions were addressed: (1) which ITV programs are used and how do teachers rate them? (2) which subject areas used ITV most frequently? (3) what instructional procedure are used by teachers in presenting ITV to their classes? and (4) what programming needs do teachers see for the next three years? Results indicated that, overall, elementary teachers are the most frequent users of ITV; subject areas where ITV is used most are social studies, reading, health education, science, language arts, and mathematics; ITV is used most are social studies, reading, health education, science, language arts, and mathematics; teachers most frequently used ITV as a supplement to classroom instruction; most teachers used a series they had previously used and made use of a program guide with the series; teachers usually discuss the program with the class before and after viewing it; and suggested program needs closely follow present usage. Statistical analyses and teachers' comments are included. Two references are listed. (MES)

IR 013 410 ED 297 706

ED 297 706

Pea. Roy D.

Beyond Amplification: Using the Computer To Reorganize Mental Functioning. Technical Report No. 38.

Bank Street Coll. of Education, New York, NY. Center for Children and Technology.

Pub Date—Mar 86

Note—35p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985). Pub Type—Information Analyses (070) — Reports - Evaluative (142) — Speeches/Meeting Papers (150). (150)

(150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—"Cognitive Processes, "Computer Assisted Instruction, Computer Software, "Cultural Influences, Database Management Systems, Education, Epistemology, "Mathematics Curriculum, "Problem Solving, "Writing (Composition)

Curriculum, "Problem Solving, "Writing (Composition)
Identifiers...."Spreadaheets
This paper considers the possibilities of using computers not only to amplify, but to reorganize children's thinking and mental functioning. These two different conceptualizations of the transformational role of noncomputer cognitive technologies (such as written language) in human intelligence and cognitive change are sketched, and the different implications to be drawn from these conceptualizations are considered in relation to human thinking and the educational processes. Several examples of software as cognitive technologies are analyzed, and the advantages of the reorganizer approach are detailed. It is argued that since the cognitive technologies we invent can serve as instruments of cultural redefinition (shaping who we are by what we do), the selecting of values for educational goals becomes important. Finally, it is suggested that the urgency of updating educational aims and methods recommends an activist research paradigm for simultaneously creating and studying changes in the processes and outcomes of human learning with new cognitive and educational technologies. (117 references) (EW)

ED 297 707 IR 013 411

ED 297 707

Char. Cynthia A. Newman, Denis
Design Options for Interactive Videodisc: A Review and Analysis. Technical Report No. 39.
Bank Street Coll. of Education, New York, NY.
Center for Children and Technology.
Pub Date—May 86

Note—21p.; The work of the Interactive Video
Project was supported by CBS, Inc. and Sony Corporation of America.
Available from—Center for Children and Technology, Bank Street College of Education, 610 W.
112th St., New York, NY 10025 (\$3.00).

Pub Type— Reports - Evaluative (142) — Book Product Reviews (072) EDRS Price - MP01 Plus Postage. PC Not Avail-- Reports - Evaluative (142) - Book/-

able from EDRS.

Descriptors—Computer Simulation, Databases,
\*Design Requirements, Elementary Secondary
Education, \*Instructional Design, Instructional
Development, \*Interactive Video, \*Material De-

Education, "Instructional Design, Instructional Development, "Nideodisks' Identifiers—Interactive Videodis. Project NY This paper describes the highlights of a review of both commercially available videodiscs and research prototypes that was undertaken for the Interactive Videodisc Project, and sets out design principles suggested by the best examples, which take advantage of the unique characteristics of laser videodisc technology. Design options on three levels of interactivity are considered, with emphasis on Level 1 (ordinary videodisc player, with a handset for play, still/step, scan, fast forward, and reverse), and Level 3 (player attached to an independent computer, with the computer controlling the player). Level 1 design options discussed include subsible motion, forward and reverse, and use of audio tracks; the Level 3 design options discussed include simulations and databases. Finally, certain exemplary discs are described witch have made the most of the medium by intermixing the various symbolic forms, allowing each to play the role for which it is best suited. A list of the 30 videodiscs that were reviewed is provided. (3 references) (EW) reviewed is provided. (3 references) (EW)

IR 013 412

Martin, Laura M. W.
Teachers' Adoption of Multimedia Technologies
for Science and Mathematics Instruction. Technical Report No. 40.
Bank Street Coll. of Education, New York, NY.
Center for Children and Technology.

Pub Date-Jun 86

Pub Type— Reports - Research (143)

EDRS Price - MF01 Plus Postage, PC Not Avail-

EDRS Price - MP01 Plus Postage, PC Not Available from EDRS.
Descriptors—"Adoption (Ideas), Computer Assisted Instruction, "Computer Simulation, "Discovery Learning, Educational Television, Elementary Secondary Education, Inservice Teacher Education, Instructional Development, "Instructional Innovation, Intermediate Grades, Mathematics Instruction, Microcomputers, "Multimedia Instruction, Science Instruction, "Teacher Rele

\*Teacher Role -Mathematics Science Tech Teacher

Teacher Rele
Identifiers—Mathematics Science Tech Teacher
Training Proj NY
This report describes a training project undertraining Proj NY
This report describes a training project undertaken as part of the Bank Street College Mathematics, Science and Technology Teacher Training
Project (MASTTE) to introduce teachers to "The
Voyage of the Mimi," a 13-part television drams
and multimedia package designed to supplement
the regular curricula for science and mathematics in
the upper-elementary and middle school grades. A
major focus of the discussion is the effectiveness of
the Mimi materials for classroom use, i.e., four microcomputer modules with manuals and a book version of the television show with classroom activity
suggestions and additional factual information. The
effects of the organizational features of the individual school systems on the adoption and diffusion of
these materials are also discussed, using the notions
of multi-entry levels of technology and embedded
context analysis to help describe and undex-stand the
factors affecting classroom change mediated by the
introduction of technology. It was found that teachers were able to tolerate a wide range of conditions
for working with the Mimi package, and that the
teachers' work in the classroom seemed to be as
much influenced by the technology as the technological applications were shaped by the teachers.
Finally, it was also found that the school systems
significantly influenced and defined the project
goals for the teachers, so that individual experimentations by teachers in the classrooms had different
impacts depending on the context of the wider systems in which they occurred. (17 references) (EW)

ED 297 709 IR 013 413

Char, Cynthia A. Tally, William Getting the Picture: Four Cassroom Case Studi of Videodisc Use in Schools. Technical Repo

No. 41.

Bank Street Coll. of Education, New York, NY.

Center for Children and Technology.

Pub Date—Oct 86

Pub Date-Note-39p.

Available from—Center for Children and Techno ogy, Bank Street College of Education, 610 We 112th St., New York, NY 10025 (\$4.00). Pub Type—Reports - Research (143) EDRS Price - MF03 Pins Postage. PC Not Availn. 610 West

EDRS Price - MP01 Plus Postage, PC Not Available from EDRS.
Descriptors—Adoption (Ideas), "Art Activities, Case Studies, "Classroom Techniques, Comparative Analysis, Elementary Education, "Instructional Design, Intermode Differences, Large Group Instruction, Models, "Science Instruction, Small Group Instruction, Teacher Role, Teaching Methods, "Videodisks
These four case studies examine the introduction.

Small Group Instruction, Teacher Role, Teaching Methods, "Videodisks These four case studies examine the introduction of interactive videodisc technology into three class-room settings by two art and two science teachers at the elementary school level. Five models of videodisc use were employed: (1) teacher presentation or teacher-led class discussion; (2) activity stimulus; (3) programmed disc-based environments (i.e., simulations, games, or other problem-solving contexts); (4) visual databases; and (5) student presentations. It was found that videodicuse was important in both large group and small group instruction, that elementary school classrooms make extensive use of visual information resources, and that videodiscs can be used to meet this information need. Both students and teacher found the videodiscs—which permitted student and teacher control over the pacing, access, and replay of information—to be a stimulating alternative to regular classroom instruction. However, it was also found that, contrary to assumptions held in the videodisc industry, teachers are neither simply consumers of existing videodiscs nor are they designers and programmers who possess the knowledge, time, and energy to redesign and retrofit videodiscs. It is suggested that teachers could, nonetheless, make valuable contributions to the videodisc design process. Four explanatory footnotes are provided. (27 references) (EW) able contributions to the videodisc design process. Four explanatory footnotes are provided. (27 refer-

ED 297 710 IR 013 414

Boehme-Duerr, Karin Books Are 'Littler' than TV. Pub Date-May 88

Bookme-Duerr, Karin
Books Are 'Littler' than TV.
Pub Date-May 88
Note—34p.; Paper presented at the Annual Conference of the International Communication Association (New Orleans, LA, May 29-June 1, 1988).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Child Development, 'Childhood Attitudes, Correlation, 'Cross Cultural Studies, Developed Nations, Foreign Countries, Mass Media Effects, 'Picture Books, Programing (Broadcast), Radio, 'Television Viewing, 'Young Children Identifiers—United States, "West Germany American and German children were asked to judge and talk about different mass media-television, radio, and picture books—and their use of each media. Analyses of the data indicated that five and aix-year-olds have qualitatively different concepts of media characteristics and functions than three-and four-year-olds have qualitatively different concepts of media characteristics and functions than three-and four-year-olds i.e., the younger children prefer picture books while the older ones also appreciate television, and younger children pay more attention to content. A slightly negative correlation was found between television use and knowledge, but this finding should be interpreted cautiously because other factors that could be influential were not controlled in this research. Finally, significant differences were found between American and German children's conceptions of television, but these differences may be due to the different media presentations in the two countries. (48 references, 32 in English, 14 in German, 1 in French, and 1 in Dutch) (Author /EW)

IR 013 415

ED 297 711

R 013 415

Mooner, Jef

Computer-Aided Learning: A Self-Destroying
Prophecy?

Council for Cultural Cooperation, Strasbourg
(France).

Report No.—DESC/Rech-87-20

Pub Date—26 May 87

Note—23p; Paper presented at the Educational Research Workshop on Interactive Learning and
New Technologies (Eindhoven, Netherlands,
June 2-5, 1987).

Pub Type— Reports - Evaluative (142) —
Speeches/Meeting Papers (150)

EDRS Price - MP01 Plus Postage. PC Not Available from EDRS.

able from EDRS.
Descriptors—\*Com

-\*Computer Assisted Instruction,

\*Computer Literacy, Computer Software, Cost Effectiveness, Elementary Secondary Education, \*Foreign Countries, \*Instructional Effectiveness, Microcomputers, Models, Research and Develop-Microcomputers, ment, Surveys dentifiers—\*Nethe

ment, Surveys
Identifiera—"Nettheriands
This report considers the progress of the introduction of computer-aided learning (CAL) into the curriculum, with particular emphasis on the situation in the Netherlands. It is argued that the major obstacle to further integration of computers into the curriculum is the rigidity of existing organizational and class structures, and it is suggested that further integration should be concentrated in those subject areas that have been known to be problem areas, such as mathematics or the mother tongue. In those sreas, however, greater flexibility in the curriculum will be necessary in order to give CAL the chance to prove its usefulness. The effectiveness and the cost effectiveness of CAL are considered, and it is suggested that it is both CAL as a medium and the surrounding organizational aspects that are responsible for the positive results. A four-phase model for the research, development, and implementation of educational software programs is presented, and the way this approach will be used in the Dutch situation is described. The text is supplemented by two tables, three figures, and a list of nine questions for discussion. (38 references) (EW)

ED 297 712

IR 013 416

ED 297 712 IR 013 416 Shannon, A. G. And Others Collection of Articles on Computers and Informa-tion Technology. Pub Date—84 Note—29p.; Portions contain light/marginally legi-

ble type.

Pub Date—34.

Note—29p.; Portions contain light/marginally legible type.

Pub Type—Reports - Evaluative (142) — Collected Works - General (020)

EDRS Price - MF0I/PC02 Plus Postage.

Descriptors—Artificial Intelligence, Communications, "Computer Assisted Instruction, "Computer Iceracy, "Computer Computer Uses in Education, "Curriculum, Information Processing, "Information Technology Identifiers—"Intelligent CAI Systems

Four articles focus on computers, information technology; Some Implications for Education" (A. G. Shannon, B. S. Thorton, and Gareth Locksley) examines the last phase of technological development, the communication phase, as it relates to computer technology in education; (2) "Computers in the Curriculum" (A. G. Shannon) examines the integration of computers into the school curriculum in light of the development of information processing technology; (3) "Intelligent Computer-Aided Instruction" (A. G. Shannon) discusses some controversial issues in artificial intelligence as signs of confosion about computers, and suggests that there is a philosophical basis for this confusion; and (4) "Computer Technology and the Curriculum: Some Questions" (A. G. Shannon) raises some concerns about the rapid inclusion of computer technology in the world of education, and questions some of the assumptions underlying the educational use of computers and their possible effects on the curriculum. References are provided in each article. (EW) their possible effects on the curricul are provided in each article. (EW)

ED 297 713 IR 013 417 Sekhon, J. G. Shannon, A. G. High Technology in Australia: Rhetoric or Real-

Sekhon, J. G. Shannon, A. G.
High Technology in Australia: Rheteric or Reality?
Pub Date—85
Note—12p.
Journal Cit.—Journal of Technical and Vocational
Education; n2 p11-20 1985
Pub Type—Journal Articles (080) — Books (010)
EDRS Price - MF0L/PC01 Pins Pestage.
Descriptors—Doctoral Programs, Foreign
Countries, "Global Approach, Higher Education,
"Industry, "Patents, Research and Development,
School Business Relationship, "Technical Education, "Technological Advancement
identifiers—"Australia, Foreign Ownership
This paper outlines the imbalance in Australia's
intellectual and high technology trade, and argues
that if Australia is to move beyond being a high
technology colony, a new attitude toward research
and development needs to be engendered, particularly in the private sector of industry. It is noted that
Australia supplies a small number of the world's
patents, imports much of the high technology and
technical expertise used in her industries, and has a
high concentration of foreign owned manufacturing.
It is suggested that one solution to this scarcity of

home grown technology, which would involve closer collaboration between higher education and industry, is a scheme along the lines of the Total Technology Ph.D. program now in effect in the United Kingdom. Four tables present data on the number of patents granted in selected countries in 1980; balance of trade in technology-comparison for various countries in 1981; payments and receipts by private enterprise for technical know-how in Australia, 1976-77 and 1978-79; and foreign ownership, research intensity, and technology purchase in Australia's manufacturing industry. (15 bibliographic reference notes) (Author/EW)

EAU 297 714 IR 013 418
Indiana Consortium for Computer and High Technology Education, Annual Report[s], June 30, 1964-June 30, 1967.
Indiana State Dept. of Education, Indianapolis. Indiana Consortium for Computer and High Technology.
Pub Date—87
Note—113 p. Portions ED 297 714 IR 013 418

mology.

Pub Date—87

Note—113p.; Fortions contain small print. For the consortium plan for 1947-1989, see IR 013 419.

Pub Type—Reports - Descriptive (141)

EDRS Price - MPDI/PC05 Plus Postage.

Descriptor—Clearinghouses, "Computer Literacy, "Consortis, Education Service Centers, Elementary Secondary Education, "Inservice Teacher Education, "State Aid, "State Programs, Statewide Planning Identifiers—"Indiana

These four annual reports detail Indians's efforts to enhance computer literacy for teachers and assist in computer computer instruction in the schools. The consortium was given the responsibility by 1983 legislation to establish regional clearinghouses for computer instruction skills, and advise the State Board of Education on the administration of the achool technology advancement account. Legislation in 1985 added the responsibility of coordinating programs to demonstrate to school corporation personnel the use of computers as instructional tools. Activities undertaken to fulfill these responsibilities are detailed, and information is provided on the funding of specific programs. Charts, graphs, and illustrations are included in the individual reports. (EW) ports. (EW)

ED 297 715 IR 013 419

saliana Consortium for Computer and High Tech-nology Education. Plan for 1987-1989 Blemaium. adiana State Dept. of Education, Indianapolis. In-diana Consortium for Computer and High Technology. Pub Date—6 Nov 87

Note-15p.; For annual reports of the consortium for 1984-1987, see IR 013 418.

for 1984-1987, see IR 013 418.
Pub Type—Reports - Descriptive (141)
EDRS Price - MP91/PC01 Plas Postage.
Descriptors—"Computer Literacy, "Consortia,
Counseware, "Educational Technology, Education Service Centers, Elementary Secondary Education, Inservice Teacher Education, "Research
and Development, "State Aid, "State Programs,
Statewide Planning
Identifiers—"Indiana
This plan outlines the funding for activities of the

Statewide Planning Identifiers—"Indiana This plan outlines the funding for activities of the Indiana Consortium for Computer and High Technology Education for the 1987-89 biennium. The consortium was created by the Indiana General Assembly in 1993 to promote effective use of technology in schools, evaluate educational computer use, provide training, and assist local schools in developing computer technology programs. The research and development activities of the consortium are described, as well as maintenance and support programs, including courseware and hardware training and support, instructional video programming, central service centers, specialized learning centers, preview centers, teacher fellowships, and conferences. Also described is a final consortium responsibility, the "Tomorrow's School" function, which is designed to provide a link between current and future educational technology activities. A chart of the Computer Learning and Training Appropriations for 1987-88, 1988-89, and the biennium totals is provided, together with a map showing the division of the state into sorthern, central, and southern regions for purposes of the consortium programs. (EW)

ED 297 716 IR 013 420 ction of New Technology from the

User's Perspective: A Message-Q/lag Study. Pub Date—May 88 Note—26p.; Paper presented to the Annual Meeting of the Eastern Communication Association (Baltimore, MD, April 27-May 1, 1988). Pub Type—Reports - Research [143] — Speeches/-Meeting Papers (150)
EDRS Price - MP91/PC02 Plus Postage.
Descriptors—\*Communication (Thought Transfer), \*Computer Literacy, Content Analysis, \*Guides, Higher Education, \*Information Needs, \*Guides, Higher Education, \*Information Needs, \*Learning Processes, Models, Training, Undergraduate Students, Word Processing Identifiers—\*Sense Making Approach
This study used the sense-making approach of message-q/ing to examine how individuals arrive at an understanding of new technology, in this case, word processing, Subjects were 10 computer naive undergraduate students learning to use word processing as part of a course requirement. Using the WordStar program manual, subjects employed the message-q/ing technique by noting the points in their reading where they would like to, or feet the message-q/ing technique by noting the points in their meading where they would like to, or feet in the method to, ask a question, and briefly explain how receiving an answer to their question would have the head to, ask a question, and briefly explain how receiving an answer to their question would have helped their movement through the situation. It was assumed that examining these signal stops (questions accurred at 12 places where two or more of the subjects identified signal stops of gaps, suggesting consistent patterns where individuals sugreenced gaps in their understanding of the training manual. At eight of the 12 places, it was found that the subject of topic requiring clarification was the same. It is suggested that this technique could be used by training manual designers to specifically identify and analyze users the supplemented by three explanatory footnotes and two tables. (21 references) (EW)

ED 297 717 IR 013 422

Booma, Jennifer Effect of the Computer on Problem Solving, Hins-dale District 181. Institute for Educational Research, Glen Ellyn, IL.

-May 84

Pub Date—May 88
Note—289.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Cognitive Processes, "Computer Assisted Instruction, Elementary School Students, "Grade 5, Intermediate Grades, "Intermede Differences, Multivariate Analysis, Pretesta Posttests, "Problem Solving, "Spatial Ability, Workshoets

ferences, Multivariate Analysis, Pretests Posttests, "Problem Solving, "Spatial Ablity,
Worksheets
The effect of computer-assisted instruction on
spatial problem solving skills was examined in this
study. Subjects were fifth grade students from nine
classes, who were divided into three treatment
groups in a nonrandom fashiom: (1) computer-assisted group, which used computer software designed to help students improve spatial problem
solving skills for one hour per week; (2) worksheet
group, which used worksheets and seatwork exercises designed to enhance spatial problem solving
skills for one hour per week; and (3) control group,
which had no special instruction in problem solving,
Students were pre- and posttested with the New
Jersey Test of Reasoning Skills, the Sequencing and
Analogies subtests of the Test of Cognitive Skills,
and a seven-item noncommercial spatial test. A
Cognitive Skills Index (IQ score) for each student
obtained in fourth grade was also used in the analy-Cognitive Skills Index (IQ score) for each student obtained in fourth grade was also used in the analysis. Results of multivariate tests indicated that the effects of group and sex were not significant, but the effects of schools was statistically significant. However, no significant differences were found between the three treatment groups, although all groups showed a gain from pretest to positest. It is suggested that the use of computer-assisted instruction is less effective as a stand alone teaching method than it would be as a supplement to teacher instruction. The text is supplemented by four figures, and the materials provided to the teachers whose classes participated in the study are appended. (4 references) (EW) participated ences) (EW)

ED 297 718 IR 013 423 andinach, Ellen B.
se Cognitive Effects of Simulation-Modeling

Software and Systems Thinking on Learning and

Software and Systems Thinking on Learning and Achievement.

Pub Date—Apr 88

Note—19ps; Paper presented at the American Educational Research Association (New Orleans, LA, April 5-9, 1988).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MPUI/POI Plus Postage.

Descriptors—"Cognitive Processes, Cognitive Tests, "Computer Simulation, Computer Software, Instructional Effectiveness, Instructional Innovation, "Intermode Differences, Models, Pretests Posttests, "Problem Solving, "Science Curriculum, Secondary Education, "Systems Approach, Transfer of Training Identifiers—"Systems Thinking Approach. Transfer of Training Identifiers—"Systems Thinking Approach. This paper examines the effect of using a systems thinking approach in existing secondary school curricula to teach content-specific knowledge as well as general problem solving skills, and the effect of using STELLA (Structural Trinking Experimental Learning Laboratory with Animation), a simulation—modeling software program, as a tool by which to teach systems dynamics and content knowledge. Subjects were secondary students in three general physics, four biology, three chemistry, and one history class taught under the systems approach, and an equal number taught using traditional methods. Pretests and posttests were used to identify subjects bility, content-specific knowledge, and knowledge of systems thinking. The results indicated that students in the more advanced courses (biology and chemistry) performed better on the systems thinking and computer-based activities. The physical science students performed well on the measurement-related problems, but did leas well on the special problem solving or modelling-oriented exercises. Accordingly, these students were the least likely to generalize the systems skills beyond their course. The results raise questions about the impact of the innovation was more apparent in biology and chemistry must be considered. Seven tables supplement the text. (10 references) (EW)

ED 297 719 IR 013 424

ED 297 719
Delessus, Oru M.
Coming of Age on Television.
Pub Date—21 Mar 88
Note—10p; Paper presented at the Annual Meeting of the American Society on Aging (34th, San Diego, CA, March 21, 1988).
Pub Type—Opinion Papers (120)—Reports - Descriptive (141)—Speeches/Meeting Papers (150)
EDRS Price - MPBI/PO11 Plus Postage.
Descriptors—"Aging (Individuals), "Cable Television, Commercial Television, "Older Adults, "Programing (Broadcast), Public Television, Television Viewing
Unilike commercial television, whose portrayal of older adults is often negative or degrading, cable

vision Viewing
Unlike commercial television, whose portrayal of
older adults is often negative or degrading, cable
television could offer an opportunity for more positive programming directed at older adults. Those
who are interested in the portrayal of older adults
and aging on television should seek control of the
medium available to them, i.e., local cable programming. However, the cable industry needs to be convinced that the aging consumer should be a focal
point of cable programming. Although older adults
are not now large subscribers to cable television,
demographically they will become a group with
more impact in the future. Access to cable programming is possible both through the marketing of programs designed to attract older viewers, such as
AARP (American Association of Retired Persons)
programming and programs from TEMPO (Televi-AARP (American Association of Retired Persons) programming and programs from TEMPO (Television for a Generation Ahead), and through local volunteer programming. Once cable programming for older adults is put into place, it must be marketed and advertised through newspapers, Senior Citizens Centers, and other organizations that have contact with older adults. Once a communication network is established, it becomes a powerful ally, and permits communication netween older adults and those interested in providing them with quality programming. (9 references) (EW)

ED 297 720 IR 013 425 Collis, Betty Moonen, Jef
Designing an External Evaluation of a Large-Scale
Software Development Project.
Pub Date—7 Apr 88
Note—14p.; Paper presented at the International

RIE JAN 1989

Association for Computing in Education Conference (New Orleans, LA, April 5-9, 1988).

Pub Type—Reporta - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MP01/PC01 Plus Postage.

Descriptors—Computer Software, Conferences,
Developed Nations, Elementary Secondary Education, "Svaluation Criteris, Evaluation Methods,
Foreign Countries, "Formative Evaluation, "National Programs, "Needs Assessment, Program
Development, "Program Evaluation

Identifiers—"POCO Project (Netherlands), "Software Development, Stakes Model
This paper describes the design and implementation of the evaluation of the POCO Project, a
large-scale national software project in the Netherlands which incorporates the perspective of an evallator throughout the entire span of the project, and
uses the experiences gained from it to suggest an
evaluation procedure that could be applied to other
educational software projects. The evaluation procedure for the first cycle of software development
and distribution, which extends from September
1997 to January 1999, involves five components: (1)
evaluating the intentions of the project based on the
perspectives of the Minister of Education, which is
funding the project, and of key members of the management team; (2) documentation of actual program
activity; (3) reassessment of intended processes and
outcomes; (4) evaluation of outcomes and project
status; and (3) recommendations for program adaptation, based on three activities—creation of a preliminary priorities list, a working conference of
experts, and preparation of a "white paper." (15
references) (EW)

ED 297 721

IR 013 426
Education in Asia and the Pacific. Reviews, Reports and Notes Number 24, December 1987.
United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.
Report No.—BKR/88/M/28-2650
Pub Date—88
Notes 1409

Note—140p.

Note—140p.

Journal Cit—Reviews, Reports and Notes; n24 Dec

Pub Type— Information Analyses (070) — Reports
- Descriptive (141) — Collected Works - Serials (022)

rub Type—Information Analyses (070)—Reports
Descriptive (141)—Collected Works - Serials
(022)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—°Child Development, \*Educational
Change. Educational Opportunities, \*Educational
Change. Educational Opportunities, \*Educational
Change. Educational Opportunities, \*Educational
Change. Educational Opportunities, \*Educational
Identifiers—\*Asia Pacific Region
Designed to facilitate the dissemination of information and sharing of experiences among countries
in Asia and the Pacific, this annual publication includes special reports, reviews of recent publications and studies, and notes on Asian documents
and sources of documents concerned with recent
trends in educational development, reforms and renewal, modernization, innovations, and experimentations in the region. Two special reports review the
Asia-Pacific Programme of Education for All (APPEAL), and educational policies, plans, and perspectives in three countries, i.e., China, India, and
the Philippines. Reviews are provided of recent publications and studies in the following areas: educational challenges in Japan; educational reform in the
Republic of Korea; secondary education and youth
in Australia; improvement of higher education anaplanning in Papus New Guinea; school clusters in
Thailand; child development and child rearing practices in Asia; the child and family development
project in Thailand; the psychology of literacy; communication technology in Southeast Asia; and education as a commodity. Sources for the documents
reviewed in this issue are included, as well as an
update of the list of publications available from the
UNESCO Principal Regional Office for Asia and
the Pacific. (EW)

ED 297 722 IR 013 428

ED 297 722 IR 013 428
Salisbury, David F.
General Systems Theory and Instructional Design.
Pub Date—Apr 88
Note—22p; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—Content Analysis, \*Instructional De-

sign, "Interdisciplinary Approach, Models, "Researchers, Surveys, "Systems Approach, Systems Development, Teachers, Theories, "Use Studies Identifiers—"General Systems Theory, "Instructional Systems Design The use of general systems theory in the field of instructional systems design (ISD) is explored in this paper. Drawing on work by Young, the writings of 12 representative ISD writers and researchers were surveyed to determine the use of 60 general systems theory concepts by the individual authors. The average number of concepts used by these authors was found to be 18, which included an average of 9.6 of the Group I concepts identified by Young (systemic and descriptive factors). A second matrix which showed authors ranked by highest to lowest usage of the concepts indicated that the following 14 concepts were used by 10 or more authors: system, learning, objective, field, isolation and interaction, process, feedback, control, communication, change, boundaries and environment, integration and differentiation, input, and goal. It is suggested that instructional designers should be familiar with the relationship between the ISD field and other disciplines, and should have a working knowledge of basic terms, concepts, and applications of general systems theory. Finally, it is noted that ISD benefits from the use of terms that are more precisely defined in general systems theory than in common usage. The text is supplemented by eight figures and two matrices. (17 references and a 14-item bibliography) (EW)

ED 297 723 IR 013 429

ED 297 723

IR 013 429

Stroble, Elizabeth J.

A Look at Writers' Comments Shared on Computer Screens: Can Electronic Mail Facilitate Peer Group Response?

Pub Date—Apr 88

Note—44p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).

Pub Type—Reports: Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF91/PO02 Plus Postage.

Descriptors—Analysis of Variance, "Communication Skills, "Electronic Mail, Higher Education, "Intermode Differences, Language Arts, "Peer Influence, Preservice Teacher Education, "Responses, "Writing Evaluation Identifiers—"Face to Face Communication Intentifiers—"Face to Face Communication Intentifiers—"Face to Face Communication Intentifiers—"Face to Face Communication The similarities and differences in the responses student writers received from peer groups communicating face-to-face and by electronic mail were examined in this study. Subjects were 20 English/language arts teacher education students at the University of Virginia, who were divided into four groups with each group randomized to a treatment order (face-to-face of electronic mail first) and topic order. Comparisons were made on the number, tone, and content of writers' comments; writers' reasons for revisions; quality of final compositions; and writers' preference for a mode of communication when forced to select a single mode. Analyses of data obtained from the peer a "conse sessions, follow-up interviews, and the situ. nist' compositions; and writers' text predominated in both modes, although writers received equal numbers of comments in the two modes of communication (2) positive comments addressing specific, substantive features of writers' text predominated in both modes, although writers received greater numbers of these comments in face-to-face sessions; (3) few differences were found in writers' reasons for revisions, but they identified the advice of peers with each of the provide the tools necessary for teacher education students to

ED 297 724 IR 013 430

ED 297 724

Kax. Heidi And Others

A Manifold Access Approach to the Portrayal of Computer-Young Person Interactions in a Social Context.

Pub Date—Apr 88

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988). For a related paper, see IR 013 431.

Pub Type—Reports - Research (143) — Speeches/-

Meeting Papers (150)

EDRS Price - MF01/FC01 Plus Postage.
Descriptors.—\*Adolescents, Computer Literacy,
Developed Nations, Equal Education, Foreign
Countries, Microcomputers, Models, \*Predictor
Variables, Secondary Education, Self Esteem,
"Sex Differences, Social Environment, Stereotypes, \*Studies Identifiers.—\*Access to Computers, Canada
This paper describes the Manifold Access Model,
which has been developed for the simultaneous representation and analysis of the interrelationships between five variable clusters: (1) computer access; (2)
personal and social attitudes and values with respect
to computer use; (3) self-assessed competence and
confidence with respect to computer use; (4) opinions of held stereotypes about computer use and
sers; and (5) perceptions of social issues and concerns accompanying widespread computer use. The
validity and predictive utility of the proposed model
with respect to school access is examined with data
from a representative sample of over 2800 urban
16-year-olds from scross Canada. The data showed
that the variable clusters of the model (personal and
social values, self confidence and competency, and
attitudes) proved to be better predictors of access
rather than such indicators as, for example, parents'
education or student academic ability. The text is
supplemented by four figures and two tables. (25
references) (Author/EW)

ED 297 725 IR 013 431

ED 297 725 IR 013 431
Collis, Betty And Others
A Multidimensional Study of Adolescent Gender Differences in Computer Use and Impact.
Pub Date—Apr 88
Note—31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988). For a related paper, see IR 013 430.
Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)
EDRS Price - MP01/PC02 Plus Postage.
Descriptors—Computer Literacy, Developed Nations, Equal Education, Foreign Countries, Grade 11, "High School Students, "Microcomputers, Canada The interactions between computer use and secess by adolescents and their computer-related opinions and values are presented in the framework of a "manifold model" of computer interactions. This model emphasizes the complexity and multidimensional nature of the system of variables was invitibles in which such interaction is embedded. For this study, the association between gender and various usage and tested with data from a representative survey of urban grade 11 students involving over 3,000 students from major urban areas in all 10 Canadian provinces. Analyses of the data reveal consistent gender differences in access to and usage of computernin each of the usage categories—Tecretational, home non-recreational, and school—as well as in attitudinal variables associated with computer use in each of the usage categories—tecretational, home non-recreational, and school—as well as in attitudinal variables associated with computer use in each of the usage categories—tecretational, home non-recreational, and school—as well as in attitudinal variables associated with computer use in each of the usage categories—tecretational, home non-recreational influences male and female adolescents' computer-related activities and opinions. The results indicate that it is inappropriate to make statements about what influences male

ED 297 726 IR 051 436
Dozz, Maries
International Cooperation in Human Resource
Development.
Pub Date—Jun 85
Note—16p.; Paper presented at the World Congress
of the International Association of Agricultural
Librarians and Documentaisits (7th, Ottawa, Ontario, Canada, June 2-6, 1985).
Pub Type— Reports - Descriptive (141) —
Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Agricultural Education, \*Developing Nations, \*Human Resources, Information
Networks, Information Science, \*Information
Systems, \*International Cooperation, Labor

Force Development, Position Papers, Professional Education, "Regional Cooperation Identifiers—Information Policy
This paper argues that the building of human resource capabilities must move ahead simultaneously on several fronts: (1) basic, applied, and problem-focused research; (2) formal and nonformal education; (3) professional ethics and standards; (4) information policies; (5) technological skills and the ability to assess and select appropriate methods, and (6) communication capacity. The importance of research is discussed with special reference to agricultural information transfer in developing countries, and the economic and social problems of engaging in research projects involving agriculture information systems, services, and libraries are reviewed. However, the benefits of such research for education, professional development, information policies, technology, and communication are seen as a balance for the problems. The paper discusses an international cooperative program in information research based on regional activities and provides a realistic consideration of potential outcomes. Other topics addressed include professional practice, education, and research; issues in human resources development; problem solving in interdisciplinary areas; and a proposal for cross-national cooperation in research activities. Twenty-five references are cited. (Author/THC)

IR 051 594 Annual Program, 1986. Texas State Library. Texas State Library, Austin.

Texas State Library, Austin.
Pub Date—45
Note—286p.
Pub Type— Legal/Legislative/Regulatory Materials (990) — Reports - Descriptive (141)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors—Dissibilities, Disadvantaged, "Federal Aid, "Financial Support, Grants, "Library Administration, Library Services, Limited English Speaking, "Program Budgeting, Program Descriptions, "Public Libraries, Shared Library Resources, State Libraries Identifiers—"Library Services and Construction Act, Public Library Construction, "Texas State Library Applications for Federal Assistance (Form 424)

Identifiers—"Library Services and Construction
Act, Public Library Construction, "Texas State
Library
Applications for Federal Assistance (Form 424)
from the Library Development Division of the
Texas State Library and Archives Commission are
presented, along with supporting documentation,
for each of the following programs: Title I—Library
Services; Title II—Public Library Construction; and
Title III—Interlibrary Cooperation and Resource
Sharing. Title II documentation comprises budget
information and estimates for fiscal year 1986 for
Maintenance of Effort, Administration, and Major
Urban Resource Libraries. Program narratives for
eight Title I projects are also included: Project
I—Areas without Services; Project 3—Regional Public Library Systems; Project 4—Library Services for the
Blind and Other Physically Handicapped Persons;
Project 5—Centralized Acquisitions for State Institutions; Project 13—Administrative Expenses for Library Services and Construction Act. The program
narrative for Project 1—Public Library Construction
is presented for Title II. Included for Title III are
tudget information and narrative summaries for
Project 1—Demonstrations of Interlibrary Cooperation and Project 3—Establishing, Expanding, and
Operating Library Networks. Eight appendices follow: (1) Establishment Grant Application Guidelines for System Plans of Swipten Projects (2)
Incentive Grant Application Guidelines; (3) Guidelines for System Plans of Service and Abstracts of
Subgrant Projects; (4) Guidelines for Interlibrary
Construction Act Construction Program; and
(6) Interlibrary Cooperation Grant Application
Guidelines for Fiscal Year 1987 Title II Library Servies
and Construction Act Construction Program; and
(6) Interlibrary Cooperation Grant Application
Guidelines and Abstracts of Subgrant Projects. The
Basic State Flans and a long-range plan update follow
the appendices. (KM)

ED 297 728

IR 051 794

ED 297 728 IR 051 794

Moore-Smith, Mary Addendum to Richard D, Altick's Chapter Six on Libraries in "The Art of Literary Research." Pub Date—36

-12p. — Opinion Papers (120) — Reference

Materials - Directories/Catalogs (132) EDRS Price - MF01/PC01 Plus Postage.

EBRS Price - MF01/PC01 Plus Postage.
Descriptors — Academic Libraries, Archives, \*Black
History, \*Black Literature, \*Blacks, Institutions,
\*Library Collections, Public Libraries, Research
Libraries, Resource Materials, United States History

"Library Collections, Public Libraries, Research Libraries, Resource Materials, United States History Identifiers—Private Libraries

This addendum is designed to compensate for Altick's omission of materials by or about black writers in "The Art of Literary Research" and to identify some of the most outstanding public, university, and private library holdings in the United States on American blacks, as well as major Afro-American collections. Major public library holdings include the Schomburg Center for Research in Black Culture and special collections of the New York Public Library of the Performing Arts and the Library of Congress, as well as a number of collections held by other public libraries, state historical societies, and archives. Although the largest and most extensive university collection on American blacks is held by the Moorland-Spingarn Research Center at Howard University, other important holdings are located at Fisk University, the Trevor-Arnest Library at Atlanta University, the University Library, the American University and Congress, and Tuskegee Institute; several other American universities also hold significant collections. Finally, many valuable collections have evolved into institutions themselves. A listing of major libraries that maintain collections of noted Afro-American figures includes the names and addresses of 16 institutions. (KM)

ED 297 729 IR 051 910 Task Force on Access to Information, Final Re-

ornis Univ., Santa Barbara. University Library. Pub Date-9 Apr 86

Pub Date—9 Apr 86

Note—70p.; For reports from other task forces, see
IR 051 911-914. Chart contains small type.
Pub Type— Opinion Papers (120) — Reports Evaluative (142)

EDRS Price - MF01/P03 Plus Postage.
Descriptors—\*Academic Libraries, \*Access to Information, Higher Education, Interlibrary Loans,
Library Automation, Library Instruction, \*Library Pianning, \*Online Catalogs, Self Evaluation
(Groups), Shared Library Resources, \*Union Catalogs, User Needs (Information)
Identifiers—\*University of California Santa Barbara

bars
This study was designed to examine the means and timeliness of identifying and locating information in the present environment of the University of California, Santa Barbara (UCSB) Library, and to determine the means of access that might best be employed during the next decade. Study methodology included as majustic of readings in the reoferemployed during the next decade. Study methodo-logy included an analysis of readings in the profes-sional literature, an in-house study, on-site examinations of access systems at other libraries and information agencies, interviews with library personnel and other resource people, and group dis-cussion. Trends affecting access to information, accussion. Trends affecting access to information, access to local resources, remote access, and standards or ideals for access to material are discussed, and issues for future study are considered. Short-term recommendations include the preparation of library records for an automated catalog, improvement of resource awareness, and improvement of the delivery of information; long-term recommendations are concerned with the implementation of an online public access system. References are provided, and appendices include: (1) the task force charge and action plant; (2) a chart of access to local resources; (3) a list of resource people; and (4) a 42-item bibliography. (KM)

ED 297 730

Report of the Task Force on Facilities, Space and Equipment.
California Univ., Santa Barbara. University Library.
Pub Date—Mar 86

Note—166p.; Several appendices may not reproduce well because of light and broken type. Blank pages in the original copy have not been filmed. For reports from the other task forces, see IR 051
910-914.
Pub Type—Oninion Papers (120) — Reports of

910-914.
Pub Type— Opinion Papers (120) — Reports Evaluative (142) — Tests/Questionnaires (160)
EDRS Price - MP01/P007 Plus Postage.
Descriptors—\*Academic Libraries, Building Plans

\*Facility Planning, Higher Education, Library Equipment, \*Library Facilities, \*Library Plan-ing, Needs Assessment, Questionnaires, Self Evaluation (Groups), Signs, \*Space Utilization, Identifiers-\*University of California Santa Bar-

This report documents an investigation which was conducted to determine how the University of California, Santa Barbara (UCSB) Library can best use conducted to determine how the University of California, Santa Barbara (UCSB) Library can best use its facilities, space, and equipment to meet the needs of users; provide a safe, comfortable workplace for staff; and house and protect its collections. The task force methodology is described, and findings and recommendations are presented for six major areas of concern: space needs/physical layout, equipment, maintenance and security, physical environment, signage, and managing the assignment of space. A 19-tiem bibliography is provided and the following information is included in 18 appendices: (1) the task force charges; (2) the task force action plan; (3) staff survey questionnaire; (4) department heads survey reustionnaire; (5) staff and department heads survey reustions, interview notes, summaries of interviews by department, and summaries of interviews by department, and summaries of interviews by questions; (10) walk-through observations; (11) summary of relevant responses to the user survey; (12) reference department relocation proposal; (13) ASF (assignable square feet) projections to 1995; (14) ASF tables; (15) library floor plans; (16) arts library space plans; (17) subject service centers proposal; and (18) service point referral study analysis. (KM)

Task Force on Organization, Coordination and Staffing, Final Report. California Univ., Santa Barbara. University Library. Pub Date—7 Mar 86
Note—1719. Exercise.

Pub Date—7 Mar 86
Note—171p; For reports from other task forces, see
IR 051 910-914.
Pub Type— Opinion Papers (120) — Reports
Evaluative (142) — Tests/Questionnaires (160)
EDRS Price - MF91/PC07 Plus Postage.
Descriptors—\*Academic Libraries, "Administrative Organization, Charts, Communication (Thought Transfer), Higher Education, "Library Administrative "Distriction", "Library Personnel, Organizational Climate, "Personnel Management, Recruitment, Self Evaluation (Oroups), Staff Development, Surveys, Training
Identifiers—"University of California Santa Bar-bara

Identifiers—"University of California Santa Barbara
This document describes an investigation of the
adequacy of the University of California, Santa Barbara (UCSB) Library's organizational structure, organizational climate, staffing patterns, training,
career development, and communication to meet
the needs of a postulated public services environment of 5 to 10 years in the future. Discussion of the
study methodology, highlights of interviews with
members of the library administration and a survey
of library staff, are included. The findings and recommendations are presented in four sections, each
of which is devoted to a task force goal for one of
the following major study components: (1) the
structure, management, and staffing patterns of the
library's public services; (2) hiring practices, training programs, and career development programs;
(3) organizational climate; and (4) formal and informal communication networks. A bibliography and
other supporting materials are included as part of
each section. It was concluded that significant
change must take place within the UCSB Library to
effectively meet future client and societal expectations. The survey instrument and survey response
data are aspended. (KM)

ED 297 732

Technology Task Force. OMS Public Services Study. Final Report.
California Univ., Santa Barbara. University Library. Pub Date—Apr 86

Note—85p.; Some pages may not reproduce well because of light and broken type. For reports from other task forces, see IR 051 910-914.

Pub Type—Opinion Papers (120) — Reports—Evaluative (142)

EDRS Price - MP01/PC04 Plus Postage.
Descriptors—"Academic Libraries, "Access to Information, Higher Education, "Information Storage, Interibrary Loans, "Library Automation, Library Instruction, "Library Networks, Library Planning, Library Technical Processes, Microcomputers, Online Catalogs, Self Evaluation

(Groups), \*Telecommunications dentifiers—\*University of California Santa Bar-

(Groups), "Telecommunications Identifiers—"University of California Santa Barbara
This document describes an investigation designed to examine the possibilities for using both existing and new technologies to increase and enhance public service capabilities at the University of California, Santa Barbara (UCSB) Library, and to recommend an ongoing mechanism for assessing priorities for the application of technology in the library and for monitoring technological change. The task force action plan is set forth, study methodology is described, and detailed findings and recommendations are presented in four sections, each of which is devoted to one of the following study components: (1) systems based on mainframe and minicomputer technology (online catalog, serials, acquisitions, circulation, and interilibrary loan); (2) information access; (3) storage technology; and (4) telecommunications and networking. A brief bibliography is included at the end of each section. Overall task force recommendations include: establishing an office of technology; training patrons and staff in the use of sutomated systems; acquiring and staff in the use of sutomated systems; acquiring and interlihed online system; maintaining current and future technology at a level consistent with public service demands; making "Scholars' workations" available in the library for patron use; researching and acquiring disk technology; purchasing microcomputers for use among library personnel on a large-scale basis; and providing opportunities for library personnel to develop search aids and integration strategies for reference tools and resources. (KM)

ED 297 733 IR 051 9: User Needs and Education Task Force, Fina IR 051 914

User Needs and Education Task Force. Final Report.
California Univ., Santa Barbara. University Library.
Pub Date—Jun 86
Note—200p., For reports from other task forces, see IR 051 910-913.
Pub Type—Opinion Papers (120) — Reports—Evaluative (142) — Tests/Questionnaires (160)
EDRS Price - MP61/PC08 Plass Postage.
Descriptors—\*Academic Libraries, \*Access to Information, \*Library Flamming, \*Library Services, Self Evaluation (Groups), Surveys, \*User Needs (Information), User Satisfaction (Information), User Satisfaction (Information), User Satisfaction (Information), User Satisfaction (Information), User Studies
Identifiers—\*University of California Santa Bar-

Identifiers-\*University of California Santa Bar-

This study investigated four general areas of con-cern at the University of California, Santa Barbara (UCSB) Library: (1) the characteristics of the licern at the University of California, Santa Barbara (UCSB) Library: (1) the characteristics of the library's present and future user population and the identification of user education in the future; (3) methods for increasing user awareness of library programs; and (4) user satisfaction with current services and the identification of additional user services appropriate to the library's role in the future. Study methodology included surveying users and staff members and interviewing consultants in user education /Itorary instruction, and user awareness are discussed, and several recommendations are presented for each area. Statistical results of the user and staff surveys and a 121-item bibliography are also provided. Appendices include: (1) the task force action plan; (2) the user survey response rate; (3) definitions of the study's statistical terminology; (4) UCSB online search statistica; (5) a listing of user education resource persons; (6) user education interview questions search statistics; (5) a listing of 57 UCSB Library publications; and (10) a summary tabulation of comments received in the library suggestion box. (KM) summary tabulation of comments received in the library suggestion box. (KM)

ED 297 734 IR 052 083

ED 297 734

Simon, Hans-Reiner
Reisebericht London: Interner Workshop:
"Knowledge Based Systems in Information Science". Condon Travel Report: Internal Workshop: "Knowledge Based Systems in Information Science".
Pub Date—Jul 84

Note—25p.; A summary of the British-German Seminar for Education and Training in the Information Field (London, England, July 24-26, 1984).

Language-German; English

Pub Type—Collected Works - Proceedings (021) —
Reference Materials - Bibliographies (131) — Reports - Descriptive (141)
EDRS Price - MF01/PO3 Plus Postage.
Descriptors—Bibliographic Databases, 'Bibliometrics, Developed Nations, Employment Opportunities, Foreign Countries, Higher Education, 'Information Science, Information Sciencia, 'Library Education, 'Online Searching, 'Research Projects
Identifiers—Gesellschaft fur Information und Dokumentation, Great Britain
Written in German, this report summarizes a workshop on teaching and research activities in information science that was held at the City University, London, and attended by faculty and students from the university's Department of Information Science and H-R. Simon of the GID (Gesellschaft fur Information und Dokumentation), Frankfort sm Main, West Germany, Techniques for using information collected from electronic databases to carry out research on bibliometrics are discussed, as well as ways to encourage cooperation between the Department of Information Science and the GID. Attachments to the report, which are in English, include bibliographies of 39 publications by Nicholas J. Belkin and 66 publications by R. T. Bottle; abstracts of two London University theses, "The Statistical Analysis of Bibliographic Data" (J. E. Roughly) and "Statistical Studies of Patents Literature" (Michael David Dixon); and an article enti-de "Shortage of Qualified Information Workers" (R. T. Bottle, C. A. Crossley, and F. Earnshaw) reprinted from "Chemistry and Industry." (Author/EW)

outh Carolina State Library Ansual Report, 1986-1987. outh Carolina State Library, Columbia. outh Carolina State Library, Columbia. ob Date—87 ED 297 735

-67p.; For the 1985-1986 report, see ED 281

562.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Academic Libraries, Administrative
Organization, Annual Reports, Blindness, Charts,
Computer Networks, Disabilities, Institutional
Libraries, Library Administration, Library Networks, \*Library Services, Library Statistics, \*Library Technical Processes, Public Libraries, State
Libraries.

Lorarias, Library Services, Library Statistics, "Library Technical Processes, Public Libraries, State Libraries
Identifiers—Library Development, "South Carolina State Library
This report to the Governor and state assembly
members reports two major achievements during
the year: the opening of a new library facility for the
blind and physically handicapped, and the continued growth of the computerized networking system
linking the public libraries of the state. Introductory
materials include lists of the members of the South
Carolina State Library; and highlights of fiscal year
an organizational chart; a history of the South Carolina State Library; and highlights of fiscal year
1986-1987. A summary of the activities of the Division of Library Development then describes Administrative Services; Field Services (state aid for public
libraries, federal aid to South Carolina libraries, coatinuing education for librarians, library services for
the disadvantaged, literacy programs, audiovisual
services, library service to children, institutional library services, and public library construction); and
Library Services to the Blind and Physically Handicapped. A discussion of Division of Library Services
activities includes Reader Services (reference and
information services to state government, legislative
reference service, interlibrary loan service, the
South Carolina Library Network, and government
documents); and Technical Services. Reports on
state library awards and volunteer services are also
provided, as well as a listing of South Carolina State
Library publications and statistical data on state library collections, interlibrary loan, expenditures of
state and federal funds, and public, college, and institutional libraries. Directories of public, college,
and institutional libraries are also provided. (COD)

IR 052 407 ED 297 736 neider, John

learch Procedures for Senior Library Administra-tors. SPEC Kit 143.

Association of Research Libraries, Washington, D.C. Office of Management Studies. Pub Date-Apr 88

Note-111p. Available from -Systems and Procedures Exchange Center, Office of Management Studies, 1527 New Hampshire Ave. NW, Washington, DC 20036 (\$20.00 prepaid).

Pub Type— Legal/Legislative/Regulatory Materials (990) — Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MP01 Plus Postage. PC Not Available few EDRS.

DRS Price - MPOJ Flus FOSEBR. PC NOS AVAI-able from EDRS. Descriptors—Academic Libraries, "Administra-tors, Employment Interviews, Evaluation Crite-ria, Higher Education, "Library Administration, Library Surveys, Opinion Papers, "Personnel Se-lection, Policy Formation, Questionnaires, "Re-cruitment, "Research Libraries, "Search

cruitment, "Research Libraries, Committee (Persoanel)
Association of Research Libraries (ARL) member institutions were surveyed by the Systems and Procedures Exchange Center (SPEC) in the fall of 1987. institutions were surveyed by the Systems and Procedures Exchange Center (SPEC) in the fall of 1987 to obtain information on their recruitment and hiring practices for top level library administrative positions, and to determine in what ways search procedures may have changed over the past 10 years in response to the need for highly qualified top level library administrators. The 58 ibraries that responded to the survey provided information on 60 director searches and 176 assistant/associate director (AD)-level searches over the past 10 years. Analysis of these responses shows that there has been a pronounced change in the recruitment and selection of directors, and that there is a sharp distinction between procedures for directors and for AD-level positions. The flyer summarizes the findings on recruitment, search and evaluation, and issues and trends; the accompanying kit contains the tabulated results of the SPEC survey and the questionnaire, as well as policy and procedures statements from 11 libraries, and ratings and screening procedures from eight libraries, and ratings and screening from eight libraries, and ratings and screening from eight libraries, and ratings and screening from eight libraries, and valuersity of Georgia, Michigan State University of Waterloo, Cornell University of California (Irvine), University of Rubama, Colorado State University, and the University of New York Public Library, University of New Mexico. (12 references) (CGD)

ED 297 737 IR 052 49
Preservation Planning Project Study Team. Final
Report. IR 052 408

Preservation Framming Project Study Assess. Printed Report.
Pittsburgh Univ., PA. Libraries.
Spons Agency—Association of Research Libraries,
Washington, D.C. Office of Management Studies.
Pub Date—Nov 87

Library Additional Property reports in this

(ote—97p; For additional recent reports in this series, see ED 277 383-385 and ED 286 503; for preservation planning study guides, see ED 282 560-561.

Available from—Systems and Procedures Ex-change Center, Office of Management Studies, 1527 New Hampshire Ave., NW, Washington, DC 20036 (OMS Pub No. PP15, \$15.00 prepaid).

1527 New Hampshire Ave., N.W., Washington, DC 20036 (OMS Pub No. PP15, \$15.00 prepaid). Pub Type—Reports - Research (143) EDRS Price - MP01 Plus Postage. PC Not Available from EDRS.
Descriptors—"Academic Libraries, Higher Education, Library Administration, "Library Facilities, "Library Materials, "Library Planning, "Library Research, Long Range Planning, Physical Environment, Position Papers, "Preservation, Self Evaluation (Groups) Identifiers—"University of Pittsburgh PA This final report is a product of a comprehensive 14-month Preservation Planning Program (PPP) self-study conducted by the University of Pittsburgh Libraries, working with the Association of Research Libraries' (ARL) Office of Management Studies. The PPP is designed to put self-help tools into the hands of library staff responsible for developing plans and procedures for preserving library materials. A study team of six librarians carried out the study, and an additional 29 staff members participated in gathering and analyzing data for this study, which was intended to develop a 5-year preservation plan. Recommendations for the major areas are presented in this report: Collections Conditions; Environmental Conditions; Organization and Procedures; Resources/Instruction; and Disaster Planning, These recommendations of book storage, extending the capacity to repair and reformat damaged books, developing education/swareness programs for staff and users, and increasing preservation resources. Appended are the charges to the

study team and to the task forces responsible for the five particular areas of concern, and a list of docu-ments produced by the study. (CGD)

ED 297 738

IR 052 410

Presberry, Rass L., Comp. And Others

Pacts about Maryland's School Library Media

Programs, 1966-87.

Maryland State Dept. of Education, Baltimore. Div. of Library Development and Services.

Pub Date—87

up Date—87 Note—543p.; For the 1985-86 edition, see ED 279 331.

Pub Date—87
Note—543p., For the 1985-86 edition, see ED 279
331.
Pub Type—Numerical/Quantitative Data (110)
EDRS Price - MF02/PC22 Plus Postags.
Descriptors—"County School Districts, Elementary Schools, Public Schools, "School Libraries, Schools, Public Schools, "School Libraries, Schools, Public Schools, "School Libraries, Schools, State Departments of Education, "State Standards, Tables (Data)
Identifiers—"Maryland
This compilation of statistical data on Maryland's school library media programs is designed to assist local educational agencies in examining their library media collections and staff according to the recommendations in the Criteria for Modern School Library Media Programs. Arranged alphabetically by local education agencies (LEAs), the data for the state are presented in four tables: (1) achool library media collections; (3) number and percentage of items by school for meeting state criteria for collections; and (4) number of schools meeting state criteria for schools school schools in the same four categories are then presented for each LEA. In addition, total state tabulations are presented on system level professional library media centers for the grand total collections; the conjument collections, the anomprint collections, the conjument collections, the one print collections, the conjument collections, the one print collections, the conjument collections and interesting and equipment collections and interesting and equipment collections and interesting and equipment collections and one-federal and non-federal institutions together with state summaries similar to those done for public schools (CGD)

ED 297 739 IR 052 411

Merrill, Paul F. How To Use the SilverPlatter Software To Search the ERIC CD ROM. Brigham Young Univ., Provo, Utah. Pub Date—Mar 88

Brigham Young Univ., Provo, Utah.
Pub Date—Mar 88
Note—Pp.
Pub Type—Guides - General (050)
EDBS Price - MF0I/PC01 Plus Postage.
Descriptors—Computer Software, "Databases, Ouidelines, "Information Sources, Microcomputers, Online Searching," Optical Data Disks, Periodicals, Reference Services, "Search Strategies, "Subject index Terms
Identifiers—Boolean Operators, "Command Language, "ERIC, SilverPlatter Information Inc.
This manual provides detailed instructions for using SilverPlatter software to search the ERIC CD
ROM (Compact Disk Read Only Memory), a large bibliographic database relating to education which contains reference information on umerous journal articles from over 750 journals cited in the "Current Index to Journals in Education" (CUE), and other documents cited in the "Resources in Education" (RIB). First, sample records show the reference information provided by the system for a journal article and a document; a listing and brief description of all possible fields is then given. Other information presented includes: (1) an overview of major interactions with CD ROM; (2) selecting commands with function keys; (3) focusing search requests; (4) examples of search requests; and (5) modifying the kind of information requested about an article or document via the SHOW, PRINT, or TRANSFEE Roommands. The final page outlines a sample seasion to guide the user through a simple retrieval seasion, from start to finish, using SilverPlatter and the ERIC CD ROM. (CGD)

ED 297 740 IR 052 41 Kuhithau, Carol Collier Information Skills for an Information Society: A Review of Research, An ERIC Information Anal-IR 052 412

ysis Product.

ERIC Clearinghouse on Information Resources,
Syracuse, N.Y.

Spons Agency—Office of Educational Research
and Improvement (BD), Washington, DC.
Report No.—ISBN-0-937597-14-7
Pub Date—87

Contract—400-85-000

Contract—400-85-000.
Note—349.
Available from—Informat on Resources Publications, 030 Huntington Hall, Syracuse University, Syracuse. NY 152-44-234. (IR-74; \$5.00 plus \$1.50 shipping and handling.)
Pub Type—Information Analyses (070) — Information Analyses - ERIC Info. wation Analysis Products (071).
EURS Price. MPHI/PCM2 Plus Parters.

Pub Type—Information Analysis (070) — Information Analysis - ERIC Info. mation Analysis Products (071)

EDRS Pries - MP01/PC02 Plus Postage.
Descriptors—"Computer Literacy, "Course Integrated Library Instruction, Critical Thinking, Elementary Secondary Education, "Functional Literacy, Information Technology, Learning Resources Centera, "Library Skills, Mass Media, "Media Specialists, Online Searching, Problem Solving, Public Education, School Libraries, Student Attitudes, User Needs (Information) Identifiers—"Information Literacy
This review of the research literature describes and discusses functional/information literacy in the age of computers and the resulting "information explosion," together with means by which students can become competent information users in the future and be enabled to lead productive, meaningful lives. Defined as comprising library skills and computer literacy, information literacy is discussed in relationship to school media centers, which have become key places for integrating skills and computer literacy programs to provide insights into ways that administrators, teachers, and library media specialists can work together to prepare students to develop proficiency in inquiry. This study summarizes information technologies useful in schools and reviews international information theracy of information are (1) definitions and characteristics of information in iteracy; (2) the library media center as information interacy; (2) the library media center as information interacy; (2) the library media center as information center; (3) integrating information acompetent use of information interacy; (2) the library media center as information interacy; (3) the library media center as information interacy; (4) the library media center as information interacy; (2) the library media center as information interacy; (3) the library media center as information interacy; (4) the library media center as information interacy; (5) the library media center as information interacy; (6) the library media c

ED 297 741 IR 052 413

Mucube, Stephen Sipho
Key Isanes in Library and Information Science for
Southern Africa: A Handbook for Library and Information Specialists.
Report No.—ISBN-0-9619667-1-8
Pub Date—88
Note.—188

Report No.—ISBN-0-9619667-1-8
Pub Date—88
Note—155p.
Available from—African Library & Information
Science Press, Box 43878, Washington, DC
20009 (\$15.00).
Pub Type— Guides - Non-Classroom (055) —
Opinion Papers (120)
EDRS Price - MPBI/PCUT Plus Pestage.
Descriptors—"Academic Libraries, Administrative
Policy, Adult Education, Foreign Countries,
Higher Education, Information Needs, "Information Needs, "Information Needs, "Information Needs, "Information Science, Information Transfer, Interlibrary Loans, "Library Automation, "Library
Science, Referral, Refugees, Training Methods
Identifiers—"Africa (South), ERIC, Prototypes
Designed to provide a conceptual and workable
framework for the development of interdiciplinary
information systems in Southern Africa's information
needs and addresses the problems between theory
and practice in information transfer and utilization.
The handbook is divided into two major parts. The
four sections in the first part deal with library and
information science in higher education in the area,
including the need for reserve sections in university
library system; policy and procedures for establishing an interlibrary loan system; and the need to
establish a consortium for sharing information or
research done in Southern Africa. The five sections
in the second part examine vital areas of information needs, including information and referral services in agencies serving adults; the dynamics of

information processing and packaging for the area; education and training strategies to contain and manage the impact of refugees; developing a prototype information resource for a Southern African Center for Appropriate Technology; and how to conduct a seminar to educate professionals in information sharing. Selected bibliographic references on the topics discussed are provided for each section. A glossary of computer and information science terms and several exhibits of related materials are attached. (CGD)

ED 297 742 IR 052 414

Lyonx, William Phillips, Linda
Library Survey Summary, University of Tennessee, Knoxville.
Tennessee Univ., Knoxville. Univ. Libraries.
Pub Date—Nov 87
Note—86p.

Tennessee Univ., Knoxville. Univ. Libraries. Pub Date—Nov 87
Note—86p.
Pub Type—Reports - Research (143) — Tests/
Questionnaires (160)
EDRS Price - MFDI/PC04 Plus Postage.
Descriptors—"College Faculty, "College Libraries,
Delivery Systems, Higher Education, Information
Sources, Librarians, Library Collections, Library
Facilities, Library Planning, "Library Research,
"Library Services, "Opinions, Questionnaires,
Surveys, Teacher Attitudes, "Teaching Assistants
Identifiers—"University of Tennessee Knoxville
A comprehensive survey of the faculty members
and graduate teaching assistants at the University of
Tennessee, Knoxville (UTK), was conducted in
April 1987 with a response rate of over 75%
(N=1,275). The purpose of the questionnaire-a
product of discussions with the Faculty Senate Library Committee and library and campus administrators—was to elicit the opinions of the respondents
on the overall quality of the library system, as well
as the quality of the collection, facilities, and various
services provided by the library staff. The respondents' preferences for a range of actual or desired
library policies were also queried, and various background measures were obtained for each respondent
to facilitate comparison of the results across colleges
and divisions and by faculty rank. The findings on
each point for which an opinion was elicited on the
questionnaire are summarized in 96 tables. These
data will be used for library planning and collection
development, and written comments from the questionnaires will be circulated among librarians for
specific action on the suggestions given. It was recommended that a similar survey of student opinion tionnaires will be circuisted among librarians for specific action on the suggestions given. It was rec-ommended that a similar survey of student opinion be conducted in the near future. Appended are the survey instrument, a summary of the written com-ments, and a summary of the demographic data. ments, (CGD)

ments, and a summary of the demographic data. (CGD)

ED 297 743

IR 052 415

Probha, Chandra G. And Others

Nonfiction Book Use by Academic Library Users.

Research Report-88/1.

OCLC Online Computer Library Center, inc., Dublin, Ohio.

Report No.—OCLC/OR/RR-88/1

Pub Date—31 Mar 88

Note—60p.

Available from—OCLC Online Computer Library
Center, Inc., 6565 Frantz Road, Dublin, OH
43017-0702 (35.00).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Books, "College Libraries, Higher
Education, "Information Systems, Interviews,
"Library Research, "Nonfiction, Questionnaires,
Surveys, Tables (Data), User Needs (Information), "Use Studies
Identifiers—Electronic Books

This investigation of the use of nonfiction books
borrowed from an academic library-the Main Library at the Ohio State University—examined two
premises which underlie the creation of full-text
electronic information systems of nonfiction books
that such books are generally read to obtain information, and that they tend to be read in parts. Data
were also collected on the methods users employed
for selecting nonfiction books and the features of the
book that were used to find information. Interviewing slots were randomly selected from two-hour
time periods during library operation hours, and 426
users returning their nonfiction book subring these
slots were interviewed between February 2 and
March 8, 1987. Overall, the findings largely supported the premises under study. They indicated
that 23.2% of the nonfiction book of less,
and used the table of contents or book index to find

information. It was concluded that nonfiction books seem appropriate candidates for electronic access if directed at this subgroup of users in an academic environment. Data are reported in 34 tables and four figures. Appendixes include the interview script, an explanation of estimating the number of users missed by the interviewers, and the randomization methods used. (5 references) (CGD)

ED 297 744 IR 052 416

ED 297 744

Barnes, Joseph W.

Practical and Effective Point-of-Use Library
Guides from the Oscar A. Silverman Undergraduste Library, State University of New York at
Buffalo.
Pub Date—[88]
Note—339.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MP01/P02 Pus Postage.
Descriptors—Abstracts, \*College Libraries, Higher
Education, \*Indexes, \*Information Seeking, \*Library Guides, Library Instruction, \*Library Services, Reference Materials, Undergraduate
Students, User Needs (Information), Word Processing

vices, Reference Materials, Undergraduate Students, User Needs (Information), Word Processing Arguing that providing instruction in the use of common indexes and abstract services is one of the most repetitious, most important, yet most time-consuming activities of the college reference librarian, this guide notes reasons why students fail to take full advantage of currently available guides to the use of common indexes and abstract services. These reasons include such common faults as illegibility, wordiness, and the use of jargon. Ways in which good printed guides can help reduce repetitious tasks and supply a vital supplement to group and individual instruction are then described. Offered here is a new series of 17 point-of-use guides which were created at the Oscar A. Silverman Undergraduate Library, State University of New York at Buffalo, to overcome the aforementioned objections and to teach undergraduate students how to access basic information sources. Suggested as models of legibility and user-friendliness, these guides exclude extraneous information required to make effective use of a printed index. Instructions in their use are free of specialized vocabulary and guide the user in a step-by-step fashion. The introduction offers advice on instructional uses for such guides and on the mechanical details of their production. The 17 guides constitute the major part of the document. (Author/CGD) (Author/CGD)

ED 297 745 IR 052 417 EID 297 745
Besen, Stanley M. Kirby, Sheila Nataraj
Private Copying, Appropriability, and Optimal
Copying Royalites.
Rand Corp., Santa Monica, Calif.
Spons Agency—National Science Foundation,
Washington, D.C.
Report No.—ISBN-0-8330-0828-5; RAND/R3546-NSF.

Report No 3546-NSF

Pub Date—Oct 87 Grant—IST-8415297

Grant—IST-8415297
Note—43p.
Available from—The RAND Corporation, Publications Department, 1700 Main St., Santa Monica, CA 90406-2138 (34.00 for 1-24 copies, 25 copies or more receive a 25% discount).
Pub Type—Reports - Research (143)
EDRS Price - MP01 Plus Postage, PC Not Available from EDRS.
Descriptors—Case Studies, \*Consumer Protection, \*Copyrights, Costs, \*Intellectual Property, Legislation, Mathematical Models, \*Policy, Producer Services, \*Reprography, Technological Advancement.

Services, "Reprography, Technological Advancement
Identifiers—"Profits, "Royalties
This report analyzes the economic effects of the reproduction of intellectual property, i.e., books, journals, computer software, and audiovisual materials. A general economic model is presented in which direct appropriability (the marginal cost of copying is constant) and indirect appropriability (the marginal cost of copying is rising) appear as particular outcomes arising from particular assumptions regarding the marginal costs of copying. The model focuses on two aspects of private copying: the extent to which originals and copies are substitutes for consumers, and the technology for making copies from originals. Variants of the basic model, each of which is defined by a characterization of copying technology and substitutability, are examined in three cases. The model is then applied to the problem of determining the royalties to be charged for BIE JAN 1989

making copies. The analysis in this report indicates that the effects of private copying differ considerably depending on the assumptions regarding the substitutability between originals and copies and the relative costs of producing copies and originals, which has important implications for the appropriate public policy to pursue regarding such copying. (21 references) (CGD)

ED 297 746 IR 052 418

ED 297 746

Donohue, G. L. And Others

Recent Contributions of Information Sciences Research at RAND to Modeling-and Simulation-Based Policy Analysis.

Rand Corp., Santa Monica, Calif.

Report No.—N-255-St.

Pub Date—Mar 87

Note—32p.; A Rand Note.

Available from—The RAND Corporation, Publications Department, 1700 Main St., Santia Monica, CA 90406-2138 (34.00 per copy for 1-14 copies, for 25 copies or more there is a 25% discount).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Poetage, PC Not Available from EDRS.

EDRS Price - MP01 Plus Postage, PC Not Available from EDRS.

Descriptors—"Communications, Computer Simulation, "Computer Software, Database Management Systems, "Expert Systems, Financial Support, Game Theory, "Information Science, Man Machine Systems, Mass Media, National Security, "Policy, Political Issues, Programing Languages, Research Utilization, War Identifiers—Geopolitics, North Atlantic Treaty Organization, "Rand Corporation, Strategic Defense Initiative

ganization, "Rand Corporation, Strategic Defense Initiative This report presents examples of Rand's current research in the information sciences and illustrates the application of information science tools to specific policy studies. The projects discussed depict Rand's success with using corporate seed money to bridge the gap between the research and development of new information science tools and techniques, and the application of those tools to current policy analysis issues. Some of the Rand corporation's major past accomplishments in this area are cited. Examples of Rand's current research agenda include: (1) an interactive algebra tutor; (2) an expert system designed to assist claims adjustors in asbestos litigation; (3) a database management system applied to a network of emergency communication stations; and (4) strategic and tactical war gaming applications. Ideas for future research dealing with new challenges in the information sciences are presented, e.g., new database structures and the integration of artificial intelligence techniques with both databases and user-computer interfaces. (CGD) (CGD)

IR 052 419 ED 297 747

Gustafson, Julia, Ed. Solving the Information Puzzle...An Andrews Li-brary Handbook. Wooster Coll., OH. Andrews Library.

Pub Date-Aug 87

Wooster Coll., OH. Andrews Library.
Pub Date—Aug 87
Note—499.
Pub Type—Guides - Non-Classroom (055)
EDBS Price - MF0L/PC02 Plas Poetage.
Descriptors—Audiovisual Communications, \*College Libraries, Guidelines, Higher Education, \*Information Sources, Interlibrary Loans, Librarians, \*Library Facilities, \*Library Services, Online Searching, Policy, Reference Services, Search Strategies, \*User Needs (Information)
Identifiers—OCLC, \*Reference Librarians
This introduction to the library system at the College of Wooster in Ohio advises the user to keep a number of goals in mind in order to become an effective library user: (1) get to know the librarians and special assistants and how each can be of service; (2) learn the layout of the building and locations of the various service departments and departmental offices; (3) learn about the services, materials, functions, and policies of each library department; (4) develop a systematic method or research strategy for locating the needed information; and (5) learn what reference sources are available and how they work in order to find the information puzzle, this handbook provides the necessary information relative for each of the delineated goals. Both a table of contents and an index of titles discussed are provided for quick and easy soccess to specific terms of content. Also included are floor plans for the five levels of the library, sections on special research collections that are owned by the library, and a glossary of library terms. (CGD)

ED 297 748 IR 052 420

Grosser, Kerry
Tertiary Students & Library Usage with Particular
Emphasia on Public Libraries. A Report of a
1996 Melbourne Survey. Occasional Paper No.

ibrary Association of Australia, Melbourne. Victo-rian Div.; Royal Melbourne Inst. of Tech. (Aus-

3.

Library Association of Australia, Melbourne. Victorian Div.; Royal Melbourne Inst. of Tech. (Australia).

Report No.—ISBN-0-86444-128-2
Pub Date—87
Note—298p.; Occasional Paper No. 3.
Pub Type—Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available free EDRS.
Descriptors—"Academic Libraries, College Students, Developed Nations, Foreign Countries, Higher Education, "Information Needs, "Library Masterials, Library Planning, "Library Services, Public Libraries, Questionnaires, Surveys, Tables (Data), "Use Studies Identifiers—"Australia
A survey of a random sample of students from five tertiary institutions in Melbourne was conducted in 1986 to determine the nature and extent of their usage of their own university or college and other libraries. Questionnaires were mailed to 1,996 students, of whom 999 responded. The questionnaire sought information on: (1) students' backgrounds; (2) the types of libraries used, (3) the frequency of that usage; (4) the primary reasons for using academic and public libraries; (5) the resources and services used in these libraries; (6) the degree of satisfaction with services used in these libraries; (6) the degree of satisfaction with services used in these libraries; (6) the degree of satisfaction with services defered; and (7) the nature and extent of course-related usage of public libraries, nother comments were also solicited. A complex network of information sources used by students in fulfilling their course needs emerged from the study. Academic libraries were found to constitute the primary information source, with other sources, including public libraries, playing supplementary roles. It is noted that some of the traditional assumptions of the relative roles of different types of libraries are challenged by the data, and the final chapter explores some implications of these findings for planning library services in Victoria. Tabulated data are presented in 120 tables, and appendizes contain copies of the questionnaire and c

ED 297 749

Enential Skills, Library/Research/Reference.
Kentucky State Dept. of Education, Frankfort.
Pub Date—Nov 84
Note—21p; For a companion activities guide, see
IR 052 466.
Pub Type—Guides - Clasaroom - Teacher (052) —
Legal/Legislative/Regulatory Materials (090)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—Behavioral Objectives, Elementary
Secondary Education, Learning Resources Centers, \*Library Instruction, \*Library Skills, \*Minimum Competencies, \*Research Skills, \*School
Libraries, State Curriculum Guides, \*State Standards

mum Competencies, "Research Skilla, School Libraries, State Curriculum Guides, "State Standards Libraries, "Kentucky
This document lists the essential library, research, and reference skills to be mastered at each grade level from K to 12 in the Kentucky schools. This list was prepared in response to state legislation calling for the teaching and testing of essential skills in reading, writing, spelling, mathematics, and library, research, and reference skills in every grade. The skills are listed at the grade level at which they will be mastered and at which they will first be tested. Once tested, the skills will be subject to retesting at subsequent grade levels in order to check for maintenance and expansion. Bither the classroom teacher or the librarian may introduce all or some of the library related skills, and both together should plan instruction for these skills. Local district representatives and state education department consultants who assisted in the preparation of the document are listed. (EW)

ED 297 750 IR 052 466 Essential Skills, Library/Research/Reference Ac-tivities.

Kentucky State Dept. of Education, Frankfort. Kentucky State Lept. of Bostones. Pub Date—Jul 85 Note—54p.; For the companion essential skills list, see IR 052 465. Pub Type— Guides - Classroom - Teacher (052) —

Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Pestage.
Descriptora-Behavioral Objectives, \*Course Integrated Library Instruction, Elementary Secondary Education, \*Learning Activities, Learning Resources Centers, \*Library Skills, Minimum Competencies, \*Research Skills, School Libraries, State Curriculum Guides
Identifiers—\*Kentucky
This guide provides student activities to be used in teaching mastery of the essential skills in library research and reference required at such grade level from K to 12 in the Kentucky schools, pursuant to 194 state legislation. Listed under each skill for ease of correlation, the various activities include board games, group competitions, learning center activities, and art projects. It is noted that emphasis has been placed on more creative activities, rather than traditional textbook and worksheet activities. It is intended that teachers and librarians work together to integrate the library, research, and reference skills learning into the curriculum, so that immediate practical application of library skills can be socomplished by having students use the skills to find information needed for subjects being studied in the classroom. A list of the members of the Library/Research/Reference Activities Committee is included. (EW)

ED 297 751 IR 052 467

IR 052 46

IR under Barbara B.

IR under Standards in the Sterling C. Evans Library, Texas A&M University, and in VSMF,

Microtext Denorman

Industry Standards is the Sterling C. Evans Library, Texas A&M University, and is VSMF, Microtext Department.

Texas A and M Univ., College Station. Library. Pub Date—[May 88]

Note—[17].

Pub Type—Guides - Non-Classroom (055) — Reference Materials - Bibliographies (131)

EDRS Price - MF9L/PC91 Plus Postage.

Descriptors—College Libraries, "Engineering Education, Higher Education, Industry, Library Guides, Microforms, "Reference Materials, "Research Tools, "Standards

To assist the more than 9,000 engineering students at Texas A&M University, the staff of the Microtext Department, Sterling C. Evans Library, prepared these handouts listing the library's holdings of industry standards and their locations. Current industry standards are offered on 16mm film on cartridge through the VSMF (Visual Search Materials File) system, and are housed in the Microtext Department. As not all industrial society standards are part of the Texas A&M/VSMF subscription, and older standards may be required by the students, the handouts also provide information as to which format is available within the library. General directions for assessing further society and standard information are included. (Author/EW)

ED 297 752

ED 297 752 IR 052 468

ED 297 752

IR 052 468
Penhale, Saru J. And Others
Oalise Abstracts as a Source of Information for
Undergraduate Research is a Small College
Library, Final Narrative Report.
Eartham Coll., Richmond, Ind.
Spons Agency—Council on Library Resources,
Inc., Washington, D.C.
Pub Date—30 Jul 37
Grant—CLR-799-C
Note—5p.
Pub Type—Reports - Research (143)

Grant—CLR-799-C
Note—5p.
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Abstracts, Biology, College Libraries,
Comparative Analysis, Higher Education, Indexes, \*Intermode Differences, \*Library Instruction, \*Online Searching, Reference Services,
"Research Toois, \*Undergraduate Students
Identifiers—\*Index Medicus, \*Printed Materials
The object of this study was to assess the value of
teaching online searching techniques to undergraduate students for the completion of a specific assignment in a human biology course, both as a research
tool and as a means of supplementing the limited
holdings of primary medical literature in a small
college library. Students were divided into two
groups, with one group using the online version of
index Medicus to obtain citations for the assigned
apper, whit one group using the online version of
of the index. For a second paper, the groups' use of
online or paper versions was reversed. Responses to
a questionnaire completed by the students indicated
that they were satisfied with the results of their online searches, that online searching permitted them
to find citations that were highly focused on their
topics, and that they were able to find the citations

faster than by hand. Faculty found no difference in the quality of the papers based on the use of online or printed versions of the Index Medicus, but found that, as usual, the second research paper was better than the first one for students in both groups. Although students believed that online searching should be taught, they also strongly supported the teaching of the print versions of the online resources. A further evaluation of the use of online searching is now underway, using a CD-ROM version of Index Medicus, in order to determine whether such an online version can provide students with more opportunities to undertake online searching at no additional cost, and without the need for as much assistance from the reference librarian. (EW)

ED 297 753 IR 052 469 ong Range Program. Library Services and Con-struction Act, Piscal Year 1988-1992. alifornia State Library, Sacramento.

Long Range Program. Library Services and Construction Act, Piscal Vear 1988-1992.
California State Library, Sacramento.
Pub Date—Oct 87
Note—60p.
Pub Type— Legal/Legislative/Regulatory Materials (090) — Reports - Descriptive (141)
EDRS Price - MF01/PC03 Piss Poetage.
Descriptors—Adult Literacy, Federal Aid, "Library Facilities, "Library Networks, "Library Services, "Long Range Planning, Needs Assessment, "Public Libraries, State Aid, State Legislation, State Libraries, State Aid, State Legislation, State Libraries, State Aid, State Legislation, State Libraries, State State Aid, State Legislation, State Libraries, State State Aid, State Legislation, State Library, "Library Services and Construction Act This paper describes the programs to be undertaken in the State of California for fiscal years 1988-1992, pursuant to the Library Services and Construction Act (LSCA). Introductory materials review the LSCA, the State Advisory Council on Libraries, the state's growth and development, a Legislative Statement of Intent, and the State Library's mission statement. A needs assessment prepared from several recent studies and reports is then presented. The emphasis of both the legislation and the plan is on public libraries, although the resources of other types of libraries are considered as well, and are discussed in the next section. Plans for the use of federal funds are detailed, and implementation of the LSCA priorities in each of five titles are described: (1) library networks; (4) library services to native Americans and Hawaiians; and (5) library interacy programs. Evaluation and coordination of the programs are also detailed, and criteria for allocating funds for Titles I-III are described: (1) library interacy programs. Evaluation and coordination of the programs are also detailed, and criteria for allocating funds for Titles I-III are described: (1) library networks; (4) library services to native Americans and the easer described: (1) library services to native Americans and proper library interacy. A statem

ED 297 754

Lynch, Mary Jo A Cooperative System for Public Library Data Collection: Final Report on a Pilot Project. American Library Association, Chicago, IL. Office of Research.

or Research.

Spons Agency—Office of Educational Research
and Improvement (ED), Washington, DC.

Report No.—ALA-87-3123k
Pub Date—28 Aug 87

Contract—300-85-0191

Note—1728

Pub Date—28 Aug 87
Contract—300-85-0191
Note—128p.
Pub Type— Reports - Research (143) — Tests/
Questionaires (160)
EDRS Price - MP01/PCb6 Plus Postage.
Descriptors—"Data Collection, Library Research,
"Library Statistics, Microcomputers, "National
Programs, Pilot Projects, "Public Libraries, Research Design, State Libraries, "State Surveys,
"Statistical Data
Identifiers—"Center for Education Statistics, Machine Readable Data Files
This report describes a pilot project to develop a
Cooperative System for Public Library Data Collection, which would enable the Center for Education
Statistics (CES) of the Office of Educational Research and Improvement to issue national statistical
reports on public libraries by using data collected by
state library agencies in their annual surveys. Begun
in 1985, the pilot project was an attempt to start the
cooperative system by working with a small number
of states. Twenty states initially responded to a letter sent to the chief officer in each state library
agency explaining the project and inviting participation. Of these, 17 worked actively with the project
for many mounts, and 15 were committed to sending data in 1986; 13 other states have expressed an
interest in joining the system in the future. All states

are sending data in IBM compatible, machine-read-able form, and a standard record layout has been prepared for use by all participants. At the time of this report, CES had successfully transferred data sent by four states to the mainframe and begun anal-ysis. This report also summarizes previous efforts at coordinating state and federal data collection from public libraries, explains what was proposed and what was done in the pilot project, and makes sug-gestions for the future regarding the timing, man-agement, and content issues that need to be settled before the cooperative system is fully operational. The text is supplemented by 27 attachments, con-sisting of documents and correspondence which il-lustrate the process used and the items discussed. (12 bibliographic references) (EW)

ED 297 755 IR 052 475 Winner, Donald Library Signage: Doing It Right. Maine State Library, Augusta. Pub Date—Jul 38

Pub Date—Jul 58

Note—27p.
Pub Type— Legal/Legislative/Regulatory Materials (990) — Reports - Descriptive (141)
EDRS Price - MF01/P02 Plus Postage.
Descriptors—"Bids, "Contracts, Library Administration, Library Facilities, "Signs, "Specifications, Caster Libraries."

State Libraries
Identifiers—\*Maine State Library, \*Requests for

Identifiers—"Maine State Library, "Requests for Proposals
This paper describes and provides documentation for the development of a signage system for the Maine State Library. A brief description of the process is accompanied by copies of the Request for Proposal (RFP); a score sheet used to evaluate the offerings of various companies bidding for the contract and the results of the evaluation; a copy of the contract with Display Concepts, Inc.; and a pricing schedule for the contract. The RFP includes a floor plan of the library. (EW)

ED 297 756 IR 052 476

Walker, Luite E., Ed. Library Statistics of Colleges and Universities in the Pacific Northwest, 1986-87. Pacific Northwest Library Assoc., Baker, Oreg.

Pub Date—Apr 88 Note—73p.; For the 1984-85 report, see ED 269

Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143) — Tests/Questionnaire (160)

Pub Type—Numerical/Quantitative Data (110)—
Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.
Descriptors—'Academic Libraries, Data Analysis, Higher Education, Interlibrary Loans, Law Library Services, "Library Personnel, Library Expenditures, "Library Surveys, Questionnais, Research Methodology Identifiers—"Pacific Northwest academic libraries. After an introduction which explains the data collection process and identifies some possible trends in the data, data tables present information for each of the institutions surveyed according to institutional category: four-year colleges and universities, two-year colleges, and law libraries and universities, two-year colleges, and law lib

ED 297 757

Purson, Larry
Managing Alaska's Information Systems: A Par-ticipant-Observer Study.
Pub Date—2 Jun 88

ote—47p.; Paper presented at the Annual Meet-ing of the International Communication Associa-

tion (New Orleans, LA, June 2, 1988).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MP01/PC02 Plus Pestage.

Descriptors—Delphi Technique, "Information Systems, Information Technology, "Models, "Policy
Formation, Public Policy, "State Agencies, State
Legislation, State Surveys, "Telecommunications,
"User Needs (Information)
Identifiers—"Alaska
This paper describes Alaska"s state-managed tele-

This paper describes Alaska's state-managed tele-communications system, and details state efforts to increase the value of the state's information system increase the value of the state's information system to users within state government and in the private sector. The results of two studies conducted in 1986 at the request of the State Legislature are discussed, i.e., a statewide survey of Alaskan households and a Delphi study of legislators and telecommunications experts. The passage of a bill in 1987 to create a cabinet-level Telecommunications Information Council is noted, and efforts by the council to create information plans for state government are considered. Five information systems models are then examined in light of Alaska's experience, and it is concluded that such models should be adjusted to take into account the important role of technology managers in the communications process. Four figures and a number of footnotes are provided. (29 references) (Author/EW)

IR 052 478

Huang, Joyce L. Mandernack, Scott Misimum Library Use Skills Survey. Wisconsin Association of Academic Librarians. Pub Date—88

lote—10p.; For Minimum Library Use Skills, see ED 263 926.

ED 263 926.

Pub Type— Reports - Research (143) — Tests/
Questionnaires (160)

EDRS Price - MP01/PC01 Plus Postage.

Descriptors—\*Academic Libraries, Followup Studies, Guides, Higher Education, High Schools, \*Library Instruction, \*Library Skills, Library Surveys, \*Minimum Competencies, \*School Libraries, Secondary Education, Standards, Use Studies

Identifiers-\*Wisconsin

Studies
Identifiers—"Wisconsin
A follow-up study was conducted in 1987 to assess the use and effectiveness of "Minimum Library
Use Skills: Standards, Test, and Bibliography"
(MLUS), which had been distributed to all members
of the Wisconsin Association of Academic Librarians in 1985. Some copies of this publication had
been sold, and it is also available in ERIC microfiche. A questionnaire was sent to the instruction
librarians of 106 academic libraries (22 responsesreturned) in Wisconsin to determine whether they
had used MLUS, and a similar questionnaire was
sent to 490 high school library media specialista (30
responses returned) to determine whether they had
used MLUS or "Wisconsin Library Media Skills
Guide" (WLMSG). Responses to the survey indicated that there was a perceived need for standardized library skills in both academic and high school
libraries, and it is suggested that there is also a need
for greater cooperation between the two groups in
developing their bibliographic instruction programs.
Less than 7% of the responding high schools reported using MLUS. Although WLMSG does address many of the competencies outlined in the
more recent MLUS, it is suggested that needs would
be better served if high school librarians were aware
of what academic librarians were expecting of their
college bound students, and conversely, academic
librarians would better serve their students if they
knew what backgrounds these students had. Copies
of both survey instruments are appended. (EW)

ED 297 759 IR 052 479

Turock, Betty J.

Public Library Service for Older Adults: Update
1986. Flaal Report.

Rutgers, The State Univ., New Brunswick, NJ.
School of Communication, Information, and Li-

brary Studies.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—15 Jul 87

Contract—300-86-0043

Contract—300-80-0043
Note—100p; For reports on the 1971 study, see
ED 067 521 and ED 072 835.
Pub Type— Reports - Research (143) — Tests/
Questionnaires (160)
EDRS Price - MP91/PC04 Plus Postage.
Descriptors—Community Coordination, \*Library
Expenditures, \*Library Extension, \*Library Ser-

vices, Library Surveys, \*Older Adults, \*Outreach Programs, Public Libraries
This study, which updates the 1971 "National Survey of Library Services to the Aging," was undertaken in 1984 to identify, describe, and compare the extent and variety of current services with those in 1971; measure variables in organizational support and suggest how they might influence service; and make recommendations for future development. This survey found that: (1) there had been limited progress over the past decade and little evidence that public library services for older adults had kept pace with the increase in the number of persons aged 65 and older in the nation; (2) about two-thirds of the public libraries gave low priority to program development for older adults when compared to other age groups; (3) funds for these services made up no more than 2% of the budgets of these public libraries; (4) staffling constituted less than 3% of the available workforce; (5) on average, less than 7% of the nation's elders were reached by public libraries revice as defined by this survey; (6) the majority of public libraries had older adult volunteers and employees, although the proportion of the latter was decreasing; (7) the majority of the libraries worked with other community agencies in the aging network; and (8) services for older adults were not generally considered distinct program entities and there was no administrative structure for their overall coordination. Study data are displayed in 18 tables. (31 bibliographic notes/references) (Author/EW)

IR 052 480 ED 297 760

ED 291 160 Lamb, Donald K. And Others Summer Splash. 1988 Wisconsin Summer Library Program Manual. Bulletin No. 8230. Wisconsin State Dept. of Public Instruction, Madi-

Note-137p.; For planning guides for 1984-1986, see ED 244 628, ED 256 366, and ED 265 500.

Note—137p.; For planning guides for 1984-1986, see ED 244 628, ED 256 366, and ED 265 500. Pub Type—Guides - Non-Classroom (055) EDRS Price - MF01/PC06 Plas Postage. Descriptora—Bulletin Boards, Elementary Education, Films, Games, Guidelines, Handicrafts, \*Library Services, \*Preadolescents, Program Development, \*Public Libraries, Puzzles, \*Reading Programs, \*Summer Programs, Theater Arts, Visual Impairments, \*Young Children Identifiers—Wisconsin A compilation of materials contributed by and developed with the cooperation of Wisconsin librarians and Ohio's 1987 summer reading program, this planning manual provides guidelines for planning and promoting summer programs for young people by librarians in the state of Wisconsin. The theme of the program, "Summer Splash," is intended to conjure up vivid images of bright colors, water sports, and family-oriented activities. Topics covered by the manual include: (1) Planning and Promoting of Programs (basic guidelines); (2) Decorating the Library (display, decorating, name tag ideas, bulletin boards); (3) Programs and Activities (sample programs, fingerplays, stories, a play, crafts); (4) Giveraways and Games (clip art, puzzles, answer key, mazes, coloring pages); (5) Performing Artists; and (6) Resources (books, films, resources for the visually impaired). Appropriate grade levels are indicated for many of the activities and resources (CGD)

ED 297 761 IR 052 481

Rutenbeck, Jeffrey B.
TDFs and Trade: The U.S.-Canada Free-Trade
Agreement from a Transborder Data Flow Per-

Agreement from a sassective.

Agreement from a sassective.

Pub Date—Jul 88

Note—24p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (Portland, OR, July 1988).

Pub Type—Information Analyses (070) — Opinion Papers (120) EDRS Price - MF01 Plus Postage. PC Not Available from EDRS. Descriptors—Developed Nations, Economic Pactors, Foreign Countries, "Government Role, Industrialization, Intellectual Property, International Relations, "neestment, Political Issues, "Services, Technological Advancement, "Treaties Identifiers—"Canada, Trade Negotiation, "Transborder Information Flow, United States, United States Presidents

This paper examines the potential impacts of the

comprehensive free-trade agreement negotiated by the United States and Canada in 1987 on transborder data flow between the two countries. An introductory overview of transborder data flow (TDFs) is followed by a discussion of how TDFs have been dealt with by both the United States and Canada to date; a brief history of the most recent free-trade negotiations between the two countries; and an analysis of the foundations of the agreement on two levels that relate directly to TDFs-its possible impact on trade in services and its potential impact on foreign direct investment in Canada. The paper concludes with speculations about the long-term effects of free trade in the areas of trade in services and foreign direct investment as they pertain to TDFs. (85 endnotes) (CGD)

ED 297 762

IR 052 482

Ettelt, Harold When Can You Weed an Unused Book? Pub Date--[Jun 88]

Pub Date—[Jun 88]

Note—9p.
Pub Type— Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Academic Libraries, "Books, Card Catalogs, Community Colleges, "Cost Effectiveness," Guidelines, Hypothesis Testing, Two Year Colleges, "Use Studies Identifiers—Columbia Greene Community College NY, "Weeding (Library)

A study was conducted in 1988 by a community college ibrarian who was seeking an objective guide for weeding unused library books. It was hypothesized that a book not used in a certain number of years would never be used. At the beginning of the study, no books had ever been weeded although the library had begun acquiring books in 1969. To test the hypothesis, books were used that had the longest use (or nonuse) records, i.e., those acquired in 1977 and 1978, during which time permanent use records were first kept. Results of the study are displayed in a graph that illustrates the likelihood of previously unused books being used in the next single year. "Irist use" of the books was heavy in the first two years; there was a somewhat lower level of use for the next three years and then a final period of at least five years showed that around 10% of the previously unused books were used for the first time each year. It was concluded that more time and another study would be needed to show if there is some future period during which "first use" truly drops to zero or near it. According to this study, nonuse cannot be relied on for weeding books for at least eight years after acquisition. (CGD)

ED 297 763

Alabama Public Library Service, 1967 Annual Report.

Alabama Public Library Service, Montgomery.

Pub Date-87

Alabama Public Library Service, Montgomery.
Pub Date—87
Note—22p.; For the 1986 report, see ED 285 592.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF91/PO1 Plus Postage.
Descriptors—Blindness, Children, "Federal Aid, Library Automation, Library Cooperation, "Library Cooperation, "Library Planning, "Library Services, Physical Disabilities, "Public Librarysservices, Physical Disabilities, "Public Libraries, Public Relations, "State Aid, State Libraries, Public Relations, "State Aid, State Libraries, Public Relations, Library Services and Construction Act Chesigaed to provide an overview of the range and quality of services provided by the Alabama Public Library Service (APLS), this annual report focuses on the 1987 activities of APLS. A report on the activities of the Library Development Division shows the allocation of state aid and Library Services and Construction Act (LCSA) Titles I and III funds to public library systems, and a narrative report on children's services. Overviews also highlight a summary of finances for Fiscal Year 1987 and in a werage of five fiscal years (FY 1983-FY 1987), as well as the activities of: (1) Agency Support Services; (2) Library Operations; (3) the Regional Library for the Blind and Physically Handicapped, A listing of APLS staff members is also provided. (CGD)

ED 297 764 IR 052 484 Attracting Students and Teachers to the Library Media Center.

Texas Education Agency, Austin. Report No.—TEA-Pub.-No.-GE7-370-03

Pub Date-87

Note—39p. Available from—Texas Education Agency, 1701 North Congress Avenue, Austin, TX 78701-1494 (\$1.00).

North Congress Avenue, Austin, TX 78701-1494 (\$1.00).
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Bulletin Boards, Elementary Secondary Education, Exhibits, Games, Guidelines, "Learning Resources Centers, Librarians, "Library Services, Media Specialists, "Outreach Programs, "Public Relations, School Libraries
This guide presents a number of activities that are designed to attract students and teachers to the school library media center. Included are ideas and suggestions gleaned from various professional journals, books, and library media specialists around the state of Texas, such as: (1) games, contests, and displays; (4) signage, library forms, and bookmarks; (5) special days, weeks, and months; and (6) book fairs. While mest of the activities suggested are designed for elementary and middle/junior high schools, they can be adapted to high achools, they can be adapted to high achools, shey can be adapted to high achools, they can be adapted to high ences) (CGD)

ED 297 765 IR 052 486

ED 297 765
Dule, C. J. And Others
Faciner Shaping the Evolution of Electronic Documentation Systems, Research Activity No. IM.A.
Research Inst. for Computer and Information Systems, Houston, TX.
Spons Agency—Lyndon B. Johnson Space Center,
Houston, Tex.
Pub Date—Jan 88
Note—130p.
Pub Type— Information Analyses (070) — Reports
- Research (143)
EDRS Price - MP91/PC06 Plus Postage.

Note—130p.
Pub Type—Information Analyses (070) — Reports
Research (143)
EDBS Price - MF01/PC06 Plus Postage.
Descriptors—Artificial Intelligence, Communications, "Computer Software," Database Management Systems, Electronic Mail, Expert Systems, Heuristics, "Information Systems, Microcomputers, Programing Languages," Space Sciences, "Systems Development, Technological Advancement, User Needs (Information)
Identifiers—Cognitive Sciences, "Microelectronics, "National Aeronautics and Space Administration The first of 10 sections in this report focuses on factors that will affect the evolution of Space Station Project (SSP) documentation systems. The goal of this project is to prepare the space station technical and managerial structure for likely changes in the creation, capture, transfer, and utilization of knowledge about the space station which might be useful to personnel involved in any aspect of SSP. Probable shifts in information system attributes are delinities, such as hardware capabilities, database techniques, knowledge representation formats, and user interface functionalities that are likely to occur over the total period of space station development. The next section describes the major types of SSP information stations that will be developed over the next section describes the major types of SSP information stations that will be developed over the next section describes the major types of SSP information stations that will be developed over the next section describes the major types of SSP information systems, with particular emphasis on their documentation capabilities. Two final sections summarize the implications for NASA of these external developments. The functional requirements for the Technical and Management Information System and the Software Support Environment are appended. (182 references) (CGD)

ED 297 766 IR 052 487

ED 297 766

Library Programs: Library Literacy Program.

Analysis of Funded Projects, 1987. LSCA VI.

Office of Educational Research and Improvement
(ED), Washington, D.C.

Report No.—LP-88-707

Pub Date—Jul 88

Note—\$2p.; For 1986 edition, see ED 285 589.

Pub Type—Reference Materials—Directories/Catalogs (132)—Reports—Descriptore (141)

EDBS Price—MP0I/PC04 Plus Postags.

Descriptors—Basic Skills, Computer Assisted Instruction, "Pederal Aid, Financial Support, Library Collection Development, "Library Services, "Literacy," "Literacy Education, Program Descriptors, "Public Libraries, Rural Population,

State Libraries, Training, Tutors
Identifiers—"Library Services and Construction
Act, Target Populations
This report provides an examination of literacy
activities supported by 245 grants awarded to public
and state libraries under the Library Literacy Program,
Title VI of the Library Services and Construction Act (LSCA), during fiscal year 1987. Following
an overview of the Library Literacy Program,
projects are reviewed and categorized according to
10 major subject headings, each of which constitutes
a separate section: (1) General Literacy Services,
(2) Coalition Building; (3) Public Awareness Campaigns; (4) Training: Librarians, Tutors, and Trainers; (5) Collection Development; (6) Targeted
Populations; (7) Computer-Assisted Approaches;
(8) Employment Oriented Projects; (9) Rural
Projects; and (10) Shoestring Projects. Each section
flacuses the common elements that characterize
the projects and includes selected examples. At the
end of each section is a list of project grantees.
Three appendixes are included: statistical information and analysis (funding history; fiscal year 1987
applications; and comparison of fiscal years 1986
and 1987 applications and awards); projects listed
by state and library (provides library name and address); and activities engaged in by LSCA Title VI
projects. (CGD)

IR U3/2 48:
Library Programs; Library Services for Indian
Tribus and Hawaiian Natives Program. Abstracts of Funded Projects, 1987, LSCA Title IV,
Office of Educational Research and Improvemen
(ED), Washington, DC.
Report No.—LP-88-709
Pub Date. June 89

(ED), Washington, D.C.
Report No.—LP-88-709
Pub Date—Jun 88
Note—56p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MPB1/PCB3 Plus Postage.
Descriptors—American Indian Education, Bookmobiles, \*Construction Programs, Cultural Influences, Grants, Library Services, Literacy Education, \*Needs Assessment, Oral History, Outreach Programs, \*Public Libraries, Rural Population, Tribes
Identifiers—\*Alaska, \*Hawaii, Library Services and Construction Act

Construction Act
This booklet provides information on the third This booklet provides information on the third year of funding (fiscal year 1987) of the Library Services and Construction Act (LSCA), Title IV grant programs, which provides appropriations for Indian tribes and Hawaiian natives under two program cycles: Basic Grants and Special Projects. An explanation of the Basic Grants program is presented, with an appended table showing a breakdown of funding by activity for each tribe's basic grant. Details are given of each Special Projects award, including a map and funding summary. These summaries indicate how each grantee uses funds and highlight projects that provide members of the communities with the advantages and services of a public library. Hawaiian Natives Projects, which are funded under the Basic Grant program, are also listed, and information provided for each of the I projects includes its funding, its objective, and a brief summary of the activities to be accomplished. (CGD)

ED 297 768 IR 052 489 D 297 768
utomated Resource Sharing in Masachusetts:
Activities, Functions and Policies Supporting the
Long Range Program. Approved by the Board of
Library Commissioners.
Leasachusetts Board of Library Commissioners,
Restreaments.

Boston.

Pub Date—4 Dec 87

Note—221p.; For the 1983 plan, see ED 243 479.

Pub Type— Legal/Legislative/Regulatory Materials (090) — Reports - Descriptory (141)

EDRS Price - MF01/PC09 Plas Postage.

Descriptors—BibLiographic Databases, interlibrary Loans, Library Automation, \*Library Cooperation, \*Library Networks, \*Long Range Planning, Online Catalogs, \*Online Systems, \*Share Resources and Services, State Federal Aid, \*State Programs

sources and Services, one recommendation of the programs Identifiers—\*Document Delivery, Library Services and Construction Act A revised and updated version of a 1983 automation plan, this report describes the long range program for resource sharing activities by the library network in Massachusetts, a program which is funded in part by the Library Services and Construction Act. The basis of the network—the development, continuation, and linking of

nachine-readable databases and physical acce points into the information resources of the state's libraries-is detailed and the shared resources propoints into the information resources or the state's ibraries-is detailed and the shared resources provided in cataloging/interlibrary loan services, reference/database services, and circulation/interlibrary loan services are considered. Major aspects of the program are described, including funding, governance, needs, goals, and evaluation. Three major recommendations are discussed in detail: (1) the development of access points into informational resources, and development and linking of databases to provide greater access opportunities to resources; (2) the facilitation of document request and document delivery procedures; and (3) the development of an ongoing education program on resource sharing. An appendix lists points to consider when developing cooperative arrangements among libraries, and details the operational guidelines of the Network Advisory Committee of the Massachusetts, and the commissioners. Each of the 21 chapters contains bibliographic notes/references, and a 174-item bibliography is provided. (EW)

Buchanan, Sally A. Murray, Toby Disaster Planning: Preserving IR 052 490 bisaster Planning: Preparedness and Recovery for Libraries and Archives: A RAMP Study with Guidelines.

United Nations Educational, Scientific and Cultural Organization, Paris (France). General Informa-

Organization, Paris (Prance). General informa-tion Programme.

Report No.—PGI-83/WS/6
Pub Date—Apr 88
Note—190p.
Pub Type— Guides - General (050) — Reference Materials - Bibliographies (131)

EDRS Price - MP01 Plus Postage. PC Not Avail-

Materials - Bibliographies (131)
EDRS Price - MP01 Plus Postage. PC Not Available from EDRS.
Descriptors—Archives, "Emergency Programs, "Fire Protection, Guidelines, Library Administration, "Library Planning Control of the Provides guidelines of those who are responsible for disaster Planning of this manual provides guidelines for those who are responsible for disaster planning for libraries and archives. Limited to fire-and-water-related disasters involving books, manuscripts, and photographs, the manual is primarily concerned with planning. Divided into two major areas, disaster preparedness and disaster recovery, the manual covers writing a disaster plan, the contents of a disaster plan, the prevention of disasters, the protection of collections against disaster, response to disaster, and recovery after disaster strikes. The guidelines take into consideration the needs of institutions and collections of different sizes and complexities. The text is suppendixes provide sample forms and checklists, a list of experts and institutions that can be consulted, and a list of businesses that offer disaster preparedness and recovery services. Bibliographic notes/references are included, as well as a bibliography of over 500 items (primarily in English) on the literature of disasters, disaster preparedness, and disaster over 500 items (primarily in English) on the literature of disasters, disaster preparedness, and disaster recovery. (EW)

ED 297 770

Helal, Ahmed H., Ed. Weix, Joachim W., Ed.
New Trends in Electronic Publishing and Electronic Libraries. Publications of Essen University Library 6. Essen Symposium (Essen, West Germany, August 29-31, 1983).

Essen Univ. (West Germany). Library.
Report No.—ISBN-3-922602-07-X
Pub Date—84
Note.—2029. ED 297 770 IR 052 491

Note-202p.

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120) — Reports - Descriptive

(141)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors— Bibliographic Utilities, Developed Nations, "Electronic Publishing, Foreign Countries, "Information Networks, Information Systems, "Library Automation, Online Catalogs, Online Searching, "Online Systems Identifiers— Document Delivery, "Electronic Li-

braries
This symposium examined issues in the planning, development, and implementation of library automation and the effects of electronic publishing. The following presentations are included in this collection: (1) "Will There Be Electronic Anarchy?" (Helen Henderson); (2) "Ergonomics in the Electronic Era" (Andrew Torok); (3) "LS/2000-Synopsis of an Illustrated Talk Describing the OCLC Local Library System-LS/2000" (Niall Perry); (4)

"The Online Catalog Revolution" (Prederick Kilgour); (5) "The Graceful Integration of Text and Faesimile in an Electronic Document Delivery System" (Thomas Hickey); (6) "Delivery Systems: Beyond Access" (Susan Martin); (7) "Electronic Publishing: Some Observations Evolving from Our Experience" (Oldrich Standera); (8) "Recent Work of the IEPRC (International Electronic Publishing Research Centre)" (Hans Ehlers); (9) "Electronic Publishing and Records Management" (Marc D'Alleyrand); and (10) "The Electronic Era: Implications for Consultancies" (Eather Dyer and Scott Bowker). The papers are supplemented by various figures, and most have bibliographic references or bibliographies. Two additional papers were presented: "New Developments in Electronic Publishing" (Alan Singleton), and "The Age of Information: The Development in Information and Communication on the Basis of New Technologies" (Wolfhart Anders). (EW)

ED 297 771

Helal, Ahmed H., Ed. Weits, Joachim W., Ed.
Impact of Information Technology on International Library Cooperation. Publications of Easen University Library 9. Essen Symposium
(Essen, West Germany), September 8-11, 1966).
Essen Univ. (West Germany). Library.
Report No.—ISBN-3-922602-10-X
Pub Date—87

Note—3729.

Basen Univ. (West Germany). Library.
Report No.—ISBN-3-922602-10-X
Pub Date—87
Note—87
Note—87
Note—322p.
Pub Type—Collected Works - Proceedings (021)—Opinion Papers (120) — Reports - Research (143)
EDRS Price - MF01/PC13 Plus Pestage.
Descriptors—Bibliographic Utilities, Developed Nations, Foreign Countries, "Information Retrieval, "Information Technology, "International Cooperation, Library Automation, "Information Technology, "International Cooperation, University Automation, "Information Technology, unternational Cooperation, "Online Systems, Optical Data Disks This symposium explored the effects of computers and modern technologies on library automation and cooperation. The following presentations are included in this collection: (1) "Economic Squeeze and Technological Challenge-Swedish Library Automation, 1987-90" (Swante Hallgren); (2) "A Buropean Bibliographic Database Centre" (Bernard Gallivan); (3) "University Faculty Use of Computers and Bibliographic Searching" (Andrew G. Torok); (4) "OSI-Application Protocols" (Liv A. Holm); (5) "The U.S. National Standard Command Language for Online Interactive Information Retrieval: A Status Report" (Charles R. Hildreth); (6) "Problems, Issues, and Prospects in the International Electronic Exchange of Alpha-Numeric, Pictorial, and Graphic Educational Information Resources" (H. J. Abraham Goodman and Oldrich Standers); (7) "Test Run of a Network of Library and Information Systems" (Katarzyna de Brisis); (8) "Interactive Display of Text and Graphics on an IBM PC" (Thomas B. Hickey and John C. Handley); (9) "CD-ROM and Public Access Catalogues: Congress" (Goseph W. Price); (11) "The Potential Ocoperation as Documented by Project Emperor-I" (Ching-chih Chen); (12) "ALIS-The Online Public Access Union Catalogue and Document Ordering System of the Scandinavian Central Libraries of Technology" (Bent Barnholdt); (13) "Current and Future Forms of Information Resources or bibliographies. Three additional papers were presented. "Distributing Data on Micros: Floppies, CD-ROM

ED 297 772 IR 052 493

ED 27 174
Knudsen, Monica L.
Library Publications Programs, SPEC Kit 145.
Association of Research Libraries, Washing
D.C. Office of Management Studies.
Pub Date—Jun 88

Pub Date—Jun 88 Note—117p. Available from—Systems and Procedures Exchange Center, Office of Management Studies, 1527 New Hampakire Avenue, NW, Washington, DC 20036 (\$20.00).

Pub Type— Collected Works - General (020) Reports - Research (143) — Tests/Questionnair (160)

Reports - Research (143) — Tests / Questionnaires (160)

EDRS - Research (143) — Tests / Questionnaires (160)

EDRS - Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors - Academic Libraries, Editors, Higher Education, "Library Guides, "Library Personnel, Library Services, Library Guides, "Fubilications, Public Relations, "Writing for Publications. Public Relations, "Writing for Publications Based on a two-phase survey of 118 Association of Research Libraries member libraries which was conducted between November 1987 and January 1988, this report begins with an overview of the responses from 16 respondents who indicated that they had a centralized approach to publishing. Arceas studied include the nature of centralized programs, program goals, advantages and disadvantages of centralized programs, staffing and organization, distribution and marketing, development of a centralized program, and issues and needa. A brief report on the survey is then presented, followed by a collection of materials contributed by participating libraries. These materials are divided into four categories: (1) Position Descriptions (University) of Medicine, University of Texas-Austin, University of Toronto, and Yale University, University of California-Irota, Columbia University, University of California-Berkeley, Stanford University, University of Verginia, University of Verginia, University of Toronto, University of Verginia, University of Verginia, University of Verginia, University of Verginia, University of

IR 052 494 Jenkins, Darrell L. Person, Roland C. Library Development and Fund Raising Capabili-ties. SPEC Kit 146.

association of Research Libraries, Washington, D.C. Office of Management Studies.

D.C. Office of Management Studies.

Pub Date—Aug 88

Note—129p.

Available from—Systems and Procedures Exchange Center, Office of Management Studies,
1527 New Hampshire Avenue, NW, Washington,
DC 20036 (\$20.00).

Pub Type— Collected Works - General (020) —
Reports - Research (143) — Tests/Questionnaires
(160).

EDRS Price - MF01 Plus Postage. PC Not Avail-

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—"Academic Libraries, Educational Finance, "Endowment Funds, "Fund Raising, Higher Education, "Library Administration, Library Surveys, Publicity, "Research Libraries Identifiers—"Library Development
Based on two surveys of Association of Research
Libraries member libraries which were conducted in 1987 and 1988, this report begins with an overview of the responses from 48 libraries that had participated in development or fund raising campaigns within the past three years. Acras covered by the survey include library staffing and support, library-university relations, campaign strategies, and elements for success and needs. A brief report on the surveys is then presented, followed by a collection of materials submitted by participating libraries. These materials are divided into four categories: (1) Staffing and Organization; (2) Presentations and Activity Reports; (3) Targeted Gifts; and (4) Campaigns and Endowments. These materials were contributed by the University of British Columbia, University of California—Los Angeles, University of California—San Diego, University of Illinois, lows State University, University of Manitoba, Newberry Library, New York Public Library, University of Oregon, Pennsylvania State University, Texas A&M University, University of Texas-Austin, University of Toronto, and University of Waterloo. (9 references) (EW)

ED 297 774

IR 052 495

ED 297 774

IR 052 495

Ream, Sally Literature of Allied Health. Second Edition. Medical Library Association, Chicago, Ill. Pub Date—82 Medical Library Association, Chicago, in: Pub Date—82 Note—53p. Pub Type— Quides - Classroom - Learner (051) — Reference Materials - Bibliographies (131) EDRS Price - MF01/PC03 Plus Postage.

Descriptors—"Allied Health Occupations, Audio visual Aids, "Library Collection Development "Library Materials, "Medical Libraries, Professional Continuing Education, "Reference Materials, Resource Materials

This course text provides an outline of the literature of the allied health fields for librarians and others whose functions include providing operations and/or educational library support to allied health professionals and paraprofessionals. After consideration of what the allied health fields involve, including information on education, licensing ation of what the allied health fields involve, including information on education, licensing, certification, and registration, the allied health users information needs are discussed. Collection development and information resources for the field are then examined, and online searching and sudiovisual materials are considered. Bibliographies are provided for several representative fields including respiratory therapy, radiological technology, medical resords technology, physical (Electroencephalographic) technology, emergency medical technology, and surgical technology. (Author/EW)

ED 297 775 IR 052 43 Mayfield, M. Kent Manual for Item Writers. Certification and Regio IR 052 496

Manual for Item Writers. Certification and Registration.

Manual for Item Writers. Certification and Registration.

Medical Library Association, Chicago, Ill.

Pub Date—[86]

Note—190p.

Pub Type—Guides - General (050)

EDRS Price - MF91/PC08 Plus Pustage.

Descriptors—"Certification, "Library Science, "Licensing Examinations (Professions), "Medical Libraries, Quality Control, Questioning Techniques, "Test Construction, Test Items, "Test Manuals This manual provides assistance in developing and editing questions for the Medical Library Association General and Area of Concentration Examination itself, suggestions for test item writers are provided, including preparing the item-sa-a-whole, formulating the stem, generating distractor options, and editorial considerations. Finally, a review process for new test items is detailed. The following appendices are included: Sample Items by Cognitive Level; Performance Objectives in Health Science Librarianship, Area of Concentration; Item Models for the General Examination; Performance Objectives in Health Science Librarianship, Area of Concentration; Item Models for the Area of Concentration Examination; Memo to Item Writers (sample); Item Submission Form (sample); a 41-item bibliography; and Item Writing Manual Evaluation. (Author/EW)

ED 297 776

IR 052 497

ED 297 776 IR 052 497 Armes, Patii
OCLC Utilization in Health Sciences Libraries.
CE 35, Revised Edition.
Medical Library Association, Chicago, Ill.
Pub Date—80
Note—399.
Pub Type—Guides - Classroom - Learner (051) —
Reports - Descriptive (141)
Descriptors—8bibliographic Utilities, \*Cataloging,
Cost Effectiveness, Interlibrary Loans, \*Library
Acquisition, \*Library Networks, \*Medical Libraries, Professional Continuing Education, Union Catalogs

Acquisition, "Library Networks, "Medical Libraries, Professional Continuing Education, Union Catalogs
Identifiers—MARC, "OCLC
This syllabus for a continuing education course describes the OCLC system and considers how it can be used by health science libraries. The general governance and administrative structure of OCLC and its network affiliates are detailed, and the OCLC subsystems—online union catalog, serials, interlibrary ioan, and acquisitions—and their major components are discussed. Future subsystems and enhancements are considered, and the cataloging work flow is detailed. The use of OCLC by the National Library of Medicine is described, and the advantages and disadvantages, as well as costs and benefits, of hospitial library use of OCLC are detailed. Appendixes include a chart of the OCL Governance Structure; examples of OCLC monograph, serials, and audiovisual records; sample monograph and interlibrary loan (ILL) record work forms; samples of ILL message waiting and response acreens; a diagram of the cataloging work flow; a list of networks offering OCLC services; and a glossary of terms. (Author/EW)

IR 052 498

ED 297 777

ED 297 777

Homan, Michael Worley, Penny
Osiline Search Optimization.
Medical Library Association, Chicago, Ill.
Pub Date—[78]
Note—719.
Pub Type—Guides - Classroom - Learner (051) —
Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Pestage.
Descriptor—\*Inquiry, Interviews, \*Online Searching, Professional Continuing Education, Questioning Techniques, \*Reference Services, \*Search Strategies, Telecommunications, \*User Needs (Information)
Identifiers—MEDLARS, \*Online Search Skills, Search Negotiation (Computer Science)
This course syllabus describes methods for optimizing online searching, using as an example searching on the National Library of Medicine (NLM) online system. Four major activities considered are the caline interview, query analysis and search planning, online interaction, and post-earch analysis. Within the context of these activities, concepts covered include the basic components of a presearch interview, question negotiation, the communications process, search formulation errors, iterative searching, weighted searching, use of outheadings, efficient telecommunications, and the principles of efficient Elhill processing. The text is supplemented by three figures and bibliographic references/notes, and a 106-item MEDLARS bibliography is provided. Appendixes include lists of MEDLINE tools, NLM serials publications, NLM MeSH and indexing authorities, a glossary, references cited in the appendixes, and a sample search request form. (Author/EW)

ED 297 778 IR 052 499

ED 297 778

Book Preservation Technologies.
Congress of the U.S., Washington, D.C. Office of Technology Assessment.
Report No.—OTA-0-375
Pub Date—May 38
Note—124p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402-9325 (GPO Stock Number 052-003-01103-4, 35.00). For a summary of this report, see IR 052 500.
Pub Type—Reports - Evaluative (142)
EDRS Price - MF91/PCD5 Plus Pestage.
Descriptors—"Books, Libraries, "Paper (Material), Pilot Projects, "Preservation, "Program Evaluation, Public Policy Identifiers—"Library of Congress, "Paper Descidification

indentiers—"Library of Congress, "Paper Deaccidification

An independent Office of Technology Assessment (OTA) report of the deacdiffication program underway at the Library of Congress, this report was undertaken at the request of the House Appropriations Committee. Because of the particular concerns of engineering and safety which have been raised regarding this program, this report focuses on its effectiveness and safety, and compares the current program to other alternatives. The Library of Congress' program, which uses DEZ (diethylzinc) as a paper deacdiffer, is discussed in detail, and the safety and environmental effects of this program are considered. The OTA findings suggest that more research and planning should be undertaken before embarking on a full-scale program using the DEZ process, and it is recommended that other alternative strategies be more fully explored. The text is supplemented by photographs, tables, and figures, and bibliographic notes/references are provided. (EW)

ED 297 779 IR 052 500

Book Preservation Technologies. Summary.
Congress of the U.S., Washington, D.C. Office of Technology Assesament.

Congress of the U.S., Washington, D.C. Office of Technology Assessment. Report No.—OTA-0-376 Pub Date—May 88 Note—26p. Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402-9325 (GPO Stock Number 052-003-01103-4, \$5.00 for the entire report). For the complete report, see ER 052 499.

003-01103-4, 35.00 for the entire report). For the complete report, see IR 052 499.
Pub Type—Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Pustage.
Descriptors—Books, Libraries, \*Paper (Material), \*Pilot Projects, \*Preservation, \*Program Evaluation, \*Public Policy
Identifiers—\*Library of Congress, \*Paper Deacidi-

fication

This report summarizes an Office of Technology Assessment (OTA) report on the deacidification program underway at the Library of Congress. Because of the particular concerns of engineering and afety that have been raised in connection with this program, this report focuses on its effectiveness and safety, and compares the current program to other alternatives. The OTA findings suggest that more research and planning should be undertaken before embarking on a full-scale program using the DEZ (diethylzinc) process developed for the Library of Congress, and it is recommended that other alternative strategies be more fully explored. The text is supplemented by photographs, tables, and diagrams. (EW)

Characteristics of Library Networks, 1985-1986, OERI Bulletin. Center for Education Statistics (OERI/ED), Washington, DC. ort No.-CS-87-367b

Report No.—CS-8' Pub Date—Apr 87

Note—8p.

Pub Type— Collected Works - Serials (022) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Pestage.

Descriptors—\*Consortia, Continuing Education, 
"Interlibrary Loans, "Library Collection Development, Library Cooperation, "Library Networks, "Library Surveys, "Shared Library Pageourical"

opment, Library Cooperation, \*Library Networks, \*Chared Library Resources Information on library networks that was included in a survey conducted by the Center for Education Statistics-the "Survey of Library Networks and Cooperative Library Organizations: 1985-1986"-indicates that there were 760 library networks at that time, with aggregate library membersoris at that time, with aggregate library membership estimated to be 76,280. Over three-fourths of the networks were based on written agreements signed by each member. Services provided to network members came from three different sources: the network headquarters, the members themselves (to each other), and external sources such as vendors or consultants. The network headquarters provided a variety of services, while the most important services provided by the members was interlibrary ioan (33%), and by external sources or contractors, catalog production (29%). The number of paid library networks received \$656 million in 1985-86, or an average of \$642,000 per network. Federal grants amounted to 9% of all funds received, with federal, state, and local funds representing 36% of funds received by networks. (EW)

IR 052 502

ED 297 781

IR 052 502

Touchard, Wolfhard

Developing African Secondary School Libraries. A

Mannal.

Pub Date—[88]

Note—87p.

Pub Type—Guides - Non-Classroom (055)

EDBS Price - MFDL/PCM Plus Postage.

Descriptors—Cataloging, Elementary Secondary

Education, "Foreign Countries, Library Collection Development, Library Guides, "Library Technical Processes, "School Libraries

Identifiers—"Africa, "Library Development

Written for the non-librarian or educated layperson, this manual provides step-by-step information on how to establish a school library. Although it is targeted for an African audience, the manual is general enough to provide information on school library development regardless of geographic location. The handbook begins by addressing the value of a school library and then considers library design and finance. Suggestions are made as to which books to buy first, where to buy books, and how to classify and catalog them. A Dewey Classification especially designed for the African secondary school curriculum is included, together with a listing of subject headings, a discussion of circulation procedures, and a description of the production of a library in teaching is also considered, including one lesson plan, and the organization of a teacher's library is detailed. The manual concludes with descriptions of the use of non-book materials and the development of a library report. Illustrations and a subject index are provided. (4 references) (EW)

ED 297 782 IR 052 503 Koga, James S. Break up a File with EDLIN, Pub Date—[88] Note—6p.
Pub Type—Guides - General (050)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Computer Software, \*Data Processing, Filing, Floppy Disks, \*Information Storage, Microcomputers, \*Online Searching, \*Word Processing.

Online searchers who download large amounts of data into a single ASCII file often have difficulty fitting that large file into their MS-DOS word processors for post-processing. This paper gives step-by-step instructions for using EDLIN, a text editor for DOS files, to break up a large downloaded file into smaller files. (1 reference) (Author/EW)

JC

ED 297 783 JC 870 380

ED 297 783

Skinner, Elizabeth Fisk Carter, Stephen
A Second Chance for Texans: Remedial Education
is Two-Year Colleges.
National Center for Postsecondary Governance and
Finance, Tempe, AZ, Texas Association of Junior
and Community Coll. Administrators.
Spons Agency—Office of Educational Research
and Improvement (ED), Washington, DC.
Pub Date—Jun 87
Grant—OERI-86-0009
Note—26p.
Pub Type— Reports - Research (143)
EDRS Price - MF61/PC02 Plus Postags.
Descriptors—College Credits, Community Colleges, Educational Assessment, Educational Testing, "Outcomes of Education, "Program
Effectiveness, Program Evaluation, "Remedial
Instruction, "Remedial Programs, School Policy,
Screening Tests, "State Surveys, "Student Piacement, Two Year Colleges, Two Year College Students
Identiflers—"Texas

\*Texas

dents
Identifiers—\*Texas
A study was conducted of remedial education
programs in community and junior colleges and
technical institutes in Texas to produce baseline
data on the current range of remedial education
practices and to assess the outcomes achieved. Every two-year college in the state (N =62) participated in the study, providing information on
policies and practices related to assessment and
placement, descriptions of the remedial programs,
policies relating to remedial education course
credit, program evaluation, and program strengthens and weaknesses. Study findings included the
following: (1) all but three colleges assessed new
students in reading, writing, and mathematics, typically reviewing national schievement test scores at
the time of registration and administering standardized tests to those students without test scores; (2)
27 colleges indicated that they did not use any specific procedure to determine assessment criteria,
and only 15 colleges reported having conducted a
systematic study to determine cut-off scores; (3) of
those students assessed in reading and writing
across the colleges, an average of 40% performed at
a level that identified them as needing remediation,
52% enrolled in remedial courses in reading,
writing, and mathematics. (EJV)

ED 297 784

JC 870 549

ED 297 784 JC 870 549 Groff, Warren H. Cope, Robert G.
Report on the Ausual Management Institute for
College and University Executives on the Topic,
"Strategic Planning and Management" (11th,
Snowmass, Colorado, June 28-July 3, 1987).
Snowmass Inst. for Advanced Management Studies

CO.

CO.
Pub Date—Jul 87
Note—26p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Pestage.
Descriptors—Administrator Education, "College Administration, "College Planning, Higher Education, "Management Development, "Management Systems, Program Descriptions, Workshops Identifiers—"Strategic Planning
A description is provided of the Snowmass Insti-

tutes on "Strategic Planning and Management," a series of week-long workshops designed for college personnel who want to develop a strategic approach to planning and managing their department, division, college/school, institution or system. The basic institute is designed for persons at beginning stages of awareness, familiarity, or implementation, while the advanced institute is for persons who have experience with this management approach and seek to enrich that understanding through discussions about advanced concepts. After presenting ackground information on the Snowmass Institute, this descriptive report provides: (1) an overview of the content of the basic and advanced workshops; (2) information on the characteristics, learning styles, and personality types of the workshop participants; (3) a list of the models of strategic planning examined; (4) a review of information covered with respect to the external and internal environments of the college; (5) a discussion of methods for determing strategic options and tactical alternatives; and (6) brief descriptions of workshop segments on organizational integration, visions of the future, and special topics. Appendixes provide agendas for the workshops, data on participants, and relevant forms. (UCM)

ED 297 785

JC 880 204

ED 297 785
Loucks, Scott D.
Who Are We Missing? Why Some Students Are
Failing Freshman Composition...and How Others Are Succeeding.
Shoreline Community Coll., Seattle, Wash.
Pub Date—14 Apr 88

ers Are Successing.
Shoreline Community Coll., Seattle, Wash.
Pub Date—14 Apr 88
Note—25p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, College Freshmen, Community Colleges, "Preshmen, Community Colleges, "Preshmen, Community Colleges, "Preshmen, Community Colleges, "Preshmen, Community College, Students, "Writing Instruction
A study was conducted at Shoreline Community College (SCC) to determine the differences in the personal characteristics and attitudes of students who excel in freshman composition courses and those who fail. Telephone interviews were conducted with 25 students who received an F in freshman composition between winter 1986 and spring 1987. Students were asked to provide information on their personal characteristics, history of success in English classes, college enrollment goals and influences, expected course grade, and evaluation of their structors and instructional method. They were also asked about the reasons for their achievement level, activities competing with academic studies, strategies for studying and writing, attitudes toward college in general and English specifically; and awareness of resources for assistance in English. Study findings included the following: (1) over half of the "F" students were no longer enrolled at SCC, and most of them had no plans to return; (2) nearly 33% of the "A" students said that the primary reason for their success was that they consistently sought out the instructor for guidance and feedback; (3) among the "A" students said that the primary reason for their success was that they consistently sought out the instructor for guidance and feedback; (3) among the "A" students were more likely to cite "lack of motivation"; and (4) 24% of the "F" students were more likely to cite "lack of motivation"; and (4) 24% of the "F" students were more likely to cite "lack of motivation"; and (4) 24% of the "F" students were more likely to cite "lack of motivation"; and (4) 24% of the "F" students were m

ED 297 786 JC 880 283

ED 297 786 JC 880 283
Siegel Martin
The Role Play: More than Make-Believe.
Pub Date—87
Note—138p.
Pub Type— Reports - Descriptive (141) — Guides
- Classroom - Teacher (052)
EDRS Price - MF91/PC06 Plus Postage.
Descriptors—"Advertising, "Class Activities, Community Colleges, Learning Activities, "Marketing, "Role Playing, Teaching Methods, Two Year
Colleges

ing, "Role Playing, Teaching Methods, Two Year Colleges
At the University of Akron's Community and Technical College, the major student project for "Principles of Advertising" is the development of ad campaigns for an assigned product. Two groups of students, playing the role of advertising agencies, compete with each other while the remaining students in the class act as the clients. Among the advantages of the project are that students get a chance to show their ideas, talents, and skills while working as a team; and that the project serves as a semester-long frame of reference for the in-class loctures. Problems, such as an unequal sharing of the

workload within the groups or students' reluctance to speak before the class or make quality judgments, can usually be overcome by the instructor. Exam-ples of five student advertising campaigns are at-tached, including marketing analyses and plans, and sample advertisements. (EJV)

ED 297 787 JC 880 290

Bodino, Angela Adamides Using Writing To Integrate the Curriculum: The Constructs at the Core. Princeton Univ., NJ. Mid-Career Fellowship Pro-

gram. Pub Date—[88]

Pub Date—[88]
Note—219.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC91 Plus Postage.
Descriptors—\*Cognitive Processes, Community Colleges, "Content Area Writing, Curriculum Development, Instructional Development, Interdisciplinary Approach, Language Acquisition, Language Processing, "Learning Processes, "Learning Theories, Two Year Colleges, Writing (Composition), "Writing Processes Identifiers—\*Constructivism

An argument is put forth for restructuring the community college curriculum around recurring constructs common to all disciplines. First, introductory comments review various perceptions of essential learning, offering support for the position of constructivists and proponents of writing across the curriculum that learning is an activity and a process, rather than a body of knowledge. Next, the role of writing in the learning process is discussed, suggesting that writing assignments in any course require students to make connections and construct meaning. After summarizing the constructivist view of learning and language acquisition and applying it to academic learning, the paper identifies two constructs that are common to all disciplines: perceiving differences and dividing, and perceiving similarities and connecting. Next, the relationship between writing and other constructs of thinking is examined, using examples provided by faculty attending a series of interdisciplinary writing seminars at Raritan Valley Community College. Additional examples of organizing perception and experience into coherent constructs through metaphor are provided, followed by a discussion of the implications of a constructivist approach for curricular change. (EIV)

ED 297 788 JC 880 291

Conroy, France H.

Learning To Be Human: Confucian Resources for Rethinking General Education.

Princeton Univ., NJ. Mid-Career Fellowship Pro-

Rethinking General Education.

Princeton Univ., NJ. Mid-Career Fellowship Program.

Pub Date—[88]

Note—39p.

Pub Type— Opinion Papers (120)

EDRS Price - MF6I/PC02 Piss Postage.

Descriptors—Community Colleges, "Confucianism, Ethical Instruction, Faculty Development, "General Education, "Humanistic Education, Moral Development, "Social Values, Two Year Colleges, "Values Education Arguing that the traditionally central position of genuine liberal learning in the college curriculum has been seriously eroded, this paper recommends that Confucian principles be incorporated into general education and faculty development to reinstill the element of "learning to be human" into the freshman and sophomore years. Part I suggests that instrumentalism has become the untempered ethos of the community college, and urges community college faculty to re-educate and revitalize themselves through certain strands within the Confucian tradition. A profile of the students attending non-elite colleges is presented, decrying a lack of openness to self-transformation, growth, or change; and a tendency toward pragmatism, careerism, consumerism, and self-interest. This section also addresses the problem of a dominant pedagogy which actually reinforces educational goals centerd on money and status. Part 2 offers an overview of the process and major concepts of Confucianism, including jen (humanity or human-ness) and it (ritual action). The teachings of three students of Confucianism, Mencius (371-289 BC), Wang Yang-ming (1472-1529), and Liang Stu-Ming (1893-), are reviewed with particular emphasis on their development of non-elitist and existential lines within the philosophy. In addition, Professor Tu Wei-Ming's current interpretation of Confucianism is also explored. In part 3, appropriate components of a Con-

fucian-based pedagogy are suggested, including affective, aesthetic, moral, religious, and intellectual dimensions. Finally, in part 4, a discussion of the application of these principles in a team-taught core interdisciplinary program at Burlington County College (New Jersey) is presented. Sixty-nine footnotes are provided. (EJV)

ED 297 789 JC 880 292

Conek, George General Education Reform in the New Jersey Community Colleges: The Bergen Community College Experience, 1982-1987. Princeton Univ., NJ. Mid-Career Fellowship Pro-

gram. Pub Date—[88]

Princeton Univ., NJ. Mid-Career Fellowship Program.
Pub Date—[88]
Note—47p.
Pub Type—Reports - Descriptive (141)
EDRS Price - MFDI/PC02 Plus Postage.
Descriptors—Academic Education, College Curriculum, Community Colleges, "Curriculum Design, "Curriculum Development, Degree Requirements, "Educational Change, Enrollment Influences, Earollment Trends, "General Education, State Standards, Two Year Colleges Identifiers—"Bergen Community College NJ
An overview is provided of the development of Bergen Community College's (BCC) general education curriculum between 1982 and 1987. First, introductory comments review the state regulations implemented in 1983 to govern general education at all New Jersey community colleges. Next, the paper explains the original charge and final recommendations of BCC's Committee on General Education. These recommendations resulted in the revision of all BCC degree and certificate programs in accordance with a new system of general education at BCC before and after 1983, the paper discusses the organization of the current program within five categories: communications, humanities, social sciences, natural sciences and mathematics, and health and physical education. Next, the paper explains that the committee originally recommended the development of five core courses to fulfill general education requirements in these areas, but when confronted with strong faculty opposition to the core course that could be taken to meet the requirements in these areas, but when confronted with strong faculty opposition to the core course that could be taken to meet the requirements in these areas, but when confronted with strong faculty opposition to the core course that could be taken to meet the requirements in these areas, but when confronted with strong faculty opposition to the core course that could be taken to meet the requirements in these areas, but when confronted with strong faculty opposition to the core course that could be taken to meet the requirements in these areas, but when confronted with

ED 297 790

JC 880 293

Kolatis, Maria
Designing a Curriculum for Computer Students to
the Community College.
Princeton Univ., NJ. Mid-Career Fellowship Pro-

gram. Pub Date—[88]

Pub Date—[88]
Note—24p.
Pub Type— Information Analyses (070) — Guides
- Classroom - Teacher (052)
EDRS Price - MFUI-PCDI Plus Postage.
Descriptors—Community Colleges, \*Computer
Science, \*Curriculum Development, Curriculum
Problems, \*Educational Needs, Educational
Strategies, Technical Education, Technological
Advancement, Transfer Programs, Two Year Col-

Advancement, Transfer Programs, Two Year Colleges

An overview is provided of the institutional and technological factors to be considered in designing or updating a computer science curriculum at the community college level. After underscoring the importance of the computer in today's society, the paper identifies and discusses the following considerations in curriculum design: (1) the mission of the college to fulfill both career preparation and transfer functions; (2) the influence exerted by the Association for Computing Machinery (ACM), which has published guidelines for computer science, information systems, vocational-technical, and health computing curricula; (3) the needs of the tion systems, vocational-technical, and health com-puting curricula; (3) the needs of the business/industrial community; (4) the needs and interests of students; and (5) state mandates. In light of these considerations, several conclusions about curriculum design are presented. First, programs should be designed to be viable for several years, given a two-year lag time for program development and rapid changes in technology. Second, no one curriculum will satisfy the needs of all students and the community. Third, the associate of science degree program in computer science cannot differ rad-ically from the first two years of four-year college programs. And fourth, strong mathematics and sci-ence backgrounds are advantageous for computer science majors. A sample curriculum, based on ACM guidelines, and sample course descriptions are provided. (EJV)

ED 297 791

JC 880 294

ss, Dominador J.

saling International Experience into the Curric-Salas, De

Princeton Univ., NJ. Mid-Career Fellowship Pro-

Princeton Univ., NJ. Mid-Career Fellowship Program.
Pub Date—[88]
Note—199.
Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Pestage.
Descriptors—Community Colleges, General Education, \*Global Approach, \*Intercultural Programs, \*Interdisciplinary Approach, International Educational Exchange, \*International Studies, Study Abroad, Undergraduate Study Identifiers—\*Raritan Valley Community College NJ

Identifiers—"Raritan Valley Community College NJ in an effort to increase students' global awareness, New Jersey's Raritan Valley Community College (RVCC) has developed a number of courses and programs designed to infuse an international and intercultural perspective into the curricultural nerspective into the curricultural Among the on-going projects of the college are: (1) the integration of a basic composition and an Introduction to Sociology course, using an international perspective to provide common content; (2) an international lecture series offered by on- and off-campus experts in the arts, humanities, and so-clast sciences; (3) faculty exchange; (4) study abroad in the summer and semestral breaks; (5) non-credit mini-courses in international business and foreign languages; (6) holocaust studies with a global perspective; and (7) a six-unit course integrating Western Civilizations and writing instruction. The RVCC experience in international education has evolved out of the perceived needs of the college community and the interests and expertise of faculty and administrators. Through involvement in the New Jersey Collegiate Consortium for International/Intercultural Education and the efforts of a full-time program coordinator, international education seems destined for expansion at the college. (MDB)

ED 297 792

JC 880 312

Pullians, Presson An Urban Community College Attempts To Assure Student Achievement: Crestive Minority Initia-

Stadest Achievement: Creative Miserity Initiatives.

Pub Date—25 Apr 88

Note—21p.; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (68th, Las Vegas, NV, April 24-27, 1988).

Pub Type—Reports — Descriptive (141) — Spoeches/Meeting Papers (150) — Tests/Questionnaires (160)

EDRS Price - MFD1/POB Plus Postage.

Descriptors—\*Affirmative Action, Black Students, Community Colleges, Extracurricular Activities, Hispanic Americans, \*Minority Groups, Program Descriptors. \*Student College Relationship, Student Financial Aid, 'Student Recruitment, Toy Year Colleges, \*Two Year Colleges Students Identifiers—\*Community Colleges of Philadelphia PA.

Identifiers—\*Community College of Philadelphia PA
The Community College of Philadelphia's Minority Education Initiative Program was created to increase the enrollment of Black and Hispanic 
students through pro-active recruitment and retention strategies. One component of the initiative, a 
minority mentoring program, was developed and 
plot tested in spring 1988. Faculty and staff volunteers in the mentor program assist in orientation and 
pre-registration, meet regularly with students, act as 
brokers between the students and the college services they may need, and provide letters of recommendation. Another aspect of the initiative is a 
recruitment campaign which works with commumity agencies, high schools, local churches, and the 
mayor's office to target minority communities. A 
chird component, involving the assessment of students' individual orientation needs, was launched in 
apring 1988. A survey of student information needs 
was followed by a series of seminars on such topics 
as financial aid, career exploration and decision 
making, transfer planning, study habits, and dealing 
with stress and anxiety. Reports on each of these

projects are appended. The orientation assessment instrument is included. (EJV)

ED 297 793

JC 880 315

ED 297 793

Corley, Sherie P.
The Advisory Committee and Its Role in Program Planning at the Community College.
Pub Date—Jul 88
Note—239.
Pub Type—Information Analyses (070) — Reports
- Descriptive (141)
EDRS Prics - MP0I/PC01 Plas Postage.
Descriptors—"Advisory Committees, "College Planning, Community Colleges, Models, "Program Development, Program Evaluation, Two Year Colleges, "Vocational Education
A discussion is provided of the role of the advisory committee in postsecondary vocational education. First, the development of federal legislation creating advisory committees at the national and state levels, and mandating the formation and defining the duties of local advisory committee, covering criteria for selection explains the process of setting up an occupational advisory committee, covering criteria for selecting committee members, the involvement of college administrators in the organization of the first meetings, organizational structures, and committee tasks. Next, the paper stresses the importance of in-service education to keep the committee appropriately focused, of ongoing communication between the committee and the college administration, and of recognizing the contributions of the individual members of the committee. The final section presents the Oregon State Advisory Council on Career and Vocational Education as a model for the involvement of business, industry, and labor in vocational program evaluations. (EJV)

ED 297 794

JC 880 318

ED 297 794

Grason, Virginia M.
Supervision of Part-Time Faculty: A Model for Community Colleges.

Pub Date—[88]

Note—17p.

Pub Type— Information Analyses (070)

EDRS Price - MP01/PC01 Phus Postage.

Descriptors—"College Faculty, Community Colleges, "Faculty College Relationship, Part Time Faculty, "Teacher Administrator Relationship, "Teacher Supervision, Two Year Colleges Although 57% of community and junior college faculty are employed on a part-time basis, the supervision of adjunct faculty has received little attention in the literature Reports on part-time faculty have generally dealt with their personal and professional characteristics, their job responsibilities and relationship to the college, and their effectiveness as instructors. The literature is replete with information and recommendations concerning in-service education for part-time faculty, but lacking in guidelines for faculty supervision. Based on the literature that does exist, it would seem that institutions should identify a supervisory position to coordinate instruction provided by part-time faculty, including responsibilities for recruitment, hiring, scheduling, orientation, counseling, in-service education, and evaluation. The evaluations of part-time faculty should include both student evaluations, classroom observations, and post-observation conferences. Since community colleges are likely to have significant numbers of part-time faculty for the next decade, research on the impact of part-timers not the student learning environment is in order. (EJV)

ED 297 795

ED 297 795

JC 880 324

ED 297 795

Flatt, Gall M.

A Cosmolitament to Literacy: The Learning Center's

Annual Report, 1986-87.

South Plains Coll., Levelland, Tex.

Pub Date—87

Note—45p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF91/PC92 Plas Pastage.

Descriptors—Basic Skills, Community Colleges,

Educational Testing, "Independent Study,

"Learning Laboratories, Program Descriptions,

"Remedial Programs, "Yutorial Programs, Two

Year Colleges

This report provides a comprehensive description
and record of all academic support services provided to students through the South Plains College

Center. After an introductory statement clarifies the ever-increasing need for scademic support services at open-door institutions, a philosophy and mission statement and a detailed description of the various services provided through the Learning

Center are presented. Those services include: (1) the assessment of entry-level akills in reading, writing, and mathematics; (2) remedial/developmental course offerings for students who are identified as having weaknesses in these basic skills; (3) tutorial services; (4) an independent learning laboratory, featuring study carrels with electronic media and instructional support materials and a microcomputer laboratory with over 600 software programs; and (3) miscellaneous services provided in the Learning Center, such as study skills seminars, student success courses, writing and math labs, and tutor training activities. The descriptions include information on the numbers of students served, usage patterns, and outcomes/results. A discussion of program goals and recommendations for the future is presented next. The report concludes with comments regarding the lowering of college standards, "special needs" students, requests for center services by non-students, and the critical issue of program funding. (Author/EJV)

ED 297 796

JC 880 334

Magid, Annette And Others

Freshman Strategy Seminar. A Pilot Study.

Pub Date—Apr 88

Note—16p.; Paper presented at the Annual Symposium on Developmental/Remedial Education of the New York College Learning Skills Association (11th, Catakills, NY, April 17-19, 1988).

Pub Type—Reports - Descriptive (141) — Reports - Evaluative (142) — Speeches/Meeting Papers (150)

(150)

(150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, College
Freshmen, Community Colleges, Grades (Scho-lastic), "High Risk Students, Program Descrip-tions, Program Effectiveness,
Evaluation, "Remedial Instruction, "Remedial Mathematics, "Remedial Reading, School Hold-ing Power, Two Year Colleges, Two Year College Students, Withdrawal (Education), "Writing In-struction

struction
Identifiers—\*Cluster Courses, Eric Community

struction
Identifiers—\*Cluster Courses, Frie Community
College NY
In fall 1987, a Freshman Strategy Seminar (FSS)
was pilot tested and evaluated at Eric Community
College's (ECC's) South Campus to assist students
lacking basic English and mathematics skills. Developmental class sections in writing, reading and math
were reserved for the FSS students, in the hope that
a cluster course approach would reduce attrition
among this high-risk group. The FSS students also
took one elective selected from a list of courses
appropriate for their basic skills levels, and met regularly with instructors to determine progress and
needs for student services. This report on the FSS
pilot test covers orientation and advisement procedures, faculty involvement, and the methods and
outcomes for each aspect of the program. For the
Reading, Writing, and Mathematics Pilot Programs,
separate sections provide information on student
selection, the use of tutors and a skill laboratory in
instruction, reading acores on pre- and post-tests,
final grades, success and retention rates, student use
of support services, and needs for additional remediation. Problems are identified, and recommendations offered. (EJV)

ED 297 797

JC 880 335

ED 297 797

Magid. Annette
Cooperative Communication: A Study of Group
Interaction.
Pub Date—Apr 88
Note—25p.; Paper presented at the Annual Symposium on Developmental/Remedial Education of
the New York College Learning Skills Association (11th, Catakills, NY, April 17-19, 1988).
Pub Type—Reports-Research (143)—Speeches/Meeting Papers (150)
EDRS Price - MPUI/PCDI Plus Postage.
Descriptors—Community Colleges, Comparative
Analysis, "Conventional Instruction, "Cooperative Learning, "Discussion (Teaching Technique),
Group Dynamics, Remedial Instruction, "Small
Group Instruction, Student Participation,
"Teaching Methods, Two Year Colleges, Writing
Improvement

Improvement
A study was conducted to assess the psychological effectiveness of cooperative small group learning
among junior college students with less than 11th
grade skill levels. Three English classes, reflecting
the overall student population, were chosen. All
classes met three days a week and had the same
instructor and out-of-class assignments. Two of the
classes had small group study sessions one day a

week, instead of traditional teacher-lead classroom instruction and discussions. Group membership and the roles of note taker and group spokesperson rotated each week. During the final weeks of the term, all classes were returned to the traditional style of instructor-lead discussions. Students who had been involved in the small group study sessions asked more questions and offered more responses in all class discussions than students who had not been involved in the group work. The small group classes passed the course with 15% more A's and B's, showed more improvement in writing and grammar skills, and seemed better able to complete the writing assignments. The small group interaction also seemed to help returning adults and disabled students participate more freely and eased their transition into the traditional teacher-controlled classroom. It was concluded that, when used in conjunction with whole class fectures and discussions, cooperative learning groups can be a very effective teaching tool. (EIV)

teaching tool. (EJV)

ED 297 798

JC 880 337

Collected Fall Earotiment Reports: University of Hawaii Community Colleges, 1983-1986.

Hawaii Cummunity Colleges, 1983-1986.

Hawaii Univ., Honolulu. Office of Institutional Research and Analysis.

Pub Date—[87]

Note—110p.; Several tables contain amail print.

Pub Type—Reports - Descriptive (141) — Numerical/Quantitative Data (110)

EDBS Price - MFDI/PC05 Plus Postage.

Descriptors—Age, "Community Colleges, Credit Courses, "Enrollment Trends, Females, Full Time Students, Majors (Students), Males, Part Time Students, State Surveys, "Student Characteristics, Two Year Colleges, "Two Year College Students, Vocational Education Identifiers—"Hawaii

The four reports contained in this document summarize enroliment trends and the academic and personal characteristics of students enrolled in credit programs at six University of Hawaii community

marize enrollment trends and the academic and personal characteristics of students enrolled in credit programs at six University of Hawaii community colleges for the years 1983 through 1986. The reports focus on headcount by college, changes in headcount and full-time equivalent (FTE) enrollments, selected characteristics (i.e., sex, educational objective, major program area, attendance status, course load, educational level, residence, tuition status, age, registration status, and characteristics (i.e., sex) educations years and campus. Highlighted findings include the following: (1) fall 1983's enrollment of 21,237 regular students, and distribution of majors by program and campus. Highlighted findings include the following: (1) fall 1983's enrollment of 21,237 regular students represented a decline of 4% from fall 1982, the first decline in 4 years; (2) in fall 1984, there was a 16% decline in the number of incoming students, with the sharpest decline (-20%) among first-time students; (3) between fall 1984 and fall 1985, the proportion of women and part-time students increased, while the average number of semester hours carried decreases; (and (4) in 1986, a 1% decrease in the number of classified students was offset by a 5% increase in the number of unclassified students. (EIV)

ED 297 799

JC 880 338

Computerized Adaptive Testing: The State of the Art in Assessment at Three Community Colleges. League for Innovation in the Community Coll, Laguna Hills, CA.

Spons Agency—College Entrance Examination Board, New York, N.Y.; International Business Machines Corp., San Jose, Calif.

Pub Date—Jul 88

Note—46p.

Available from—League Publications, 25431 Cabot
Road, Suite 203, Laguna Hills, CA 92653
(\$10.00).

(\$10.00). Pub Type— Information Analyses (070) — Reports
- Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors— Adaptive Testing, Community Colleges, "Computer Assisted Testing, Diagnostic Tests, Individual Testing, Pilot Projects, Program Descriptions, Student Placement, Two Year Colleges.

leges
Identifiers—\*Computerized Placement Tests
A description is provided of the experiences of
three community colleges in implementing computerized adaptive testing to assess the entry-level
skills of students. Chapter 1 provides background
information on the project, which utilized The College Board's Computerized Placement Tests
(CPT's), a battery of untimed, individualized tests
of reading comprehension, sentence skills, arithmetic,

and algebra. Chapter 2 contains William C. Ward's essay, "Using Microcomputers for Adaptive Testing," which reviews the advantages of computer-assisted testing, considers the differences between adaptive and disgnostic testing, and discusses the potential role of computers in test preparation, problem simulations, and other areas. The next three chapters describe the implementation and outcomes of the project at Central Piedmont Community College (North Carolina), Santa Fe Community College (North Carolina), Santa Fe Community College, South Campus (Florida). Finally, chapter 6 draws from the experiences of the three institutions to offer guidelines concernings planning; facility design; equipment and furnishings; scheduling and facility use; staffing and orientation; reporting, storing, and using test results; and evaluation. (EJV)

ED 297 800

JC 880 343

Moss, Judith
S.I.Q. Student Information Questionnaire: A Survey of Student Characteristics, Fall 1986.
San Francisco Community Coll. District, Calif.
Pub Date—Dec 87
Note—170p.; For an earlier S.I.Q. survey, see ED

257 487.

Pub Type— Reports - Research (143) — Numeri-cal/Quantitative Data (110) — Tests/Question-

cal/Quantitative Data (110) — Tests/Question-naires (160)

EDRS Price - MF01/PC07 Plus Postage.
Descriptors—College Transfer Students, Commu-nity Colleges, Homosexuality, Leobisnism, Ma-jors (Students), Minority Groups, Multicampus Districts, Place of Residence, "Student Charac-teristics, "Student Educational Objectives, Stu-dent Financial Aid, Two Year Colleges, "Two Year College Students Identifiers—San Francisco Community College District CA

Identifiers—Sam Francisco Community College District CA
Designed to serve academic, student services, and administrative needs, this report provides information on the characteristics and programs of students enrolled in the San Francisco Community College District (SFCCD) in fall 1946. Section 1 provides an introduction and overview, including a profile of district students, historical perspectives on students enrolled at SFCCD centers and the City College of San Francisco (CCSF), and a summary of factors affecting district planning. This section indicates that 61% of the SFCCD students were between 21 and 44 years of age, 72% were members of an ethnic minority, 45% use public transit, and 60% of the day students and 30% of the evening students and their immediate educational goal was to transfer to a four-year college. Section 2 presents data on students enrolled at SFCCD centers, including information on students 'age, race/ethnicity, scademic discipline, major reason for taking a specific course, residence, date of last prior enrollment, source of dunding, time of class, and aexual orientation. Section 3 contains the same information for CCSF students. Finally, section 4 contains an explanation of the study methodology; copies of the questionnaire and planning code; and a series of tables summarizing 1936 data and responses from previous years. (EJV)

(EIV)

ED 297 801

Banks, Debra Railsback, Gary
A Pliot Stady on Needs in the Sciences in Community Colleges.
Center for the Study of Community Colleges, Los Angeles, Calif.
Spons Agency—Ford Foundation, New York, N.Y.
Pub Date—Aug 88
Note—33p.
Pub Type— Reports - Research (143) — Tests/
Questionnaires (166)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—"College Faculty, College Mathematics, Community Colleges, Educational Assessment, Educational Facilities, Educational Trends,
"Engineering Education, Equipment, "Mathematics Education, National Surveys, "Science
Education, Science Teachers, Teacher Employment, "Technical Education, Two Year Colleges
In 1988, a national survey was conducted by the
Center for the Study of Community Colleges to assess the needs of two-year colleges for faculty,
equipment, and facilities for science, social science,
mathematics, engineering, and science-based technology programs, and to identify innovative programs for recruiting students into these programs.
Telephone interviews were conducted with a faculty
member or administrator from a representative sam-

ple of 91 community colleges. Study findings included the following: (1) the colleges had an average of 7 full-time and 12 part-time mathematics faculty members, 5 full-time and 4 part-time physical science faculty members, and 9 full-time and 12 part-time social science faculty members, and 9 full-time and 12 part-time social science faculty members; (2) 40% of the colleges had hired new full-time faculty in math, engineering, and technology within the past 2 years; (3) over 50% of the respondents indicated that compared to part-time faculty, full-time faculty were more experienced in teaching, more committed to the institution, in some cases had stronger credentials, and devoted more time to courses and students; and (4) 30% of the respondents felt that their division had better equipment than other divisions on campus, though small and medium-sized campuses rated their own equipment and facilities more highly than did the large campuses. Based on study findings, it was concluded that if enrollment trends continue and state and local budgets remain at their current level or increase, almost 2,000 additional full-time science, mathematics, and engineering/technology faculty will be employed in the next 5 years. (EIV)

ED 297 802 JC 880 347

ED 297 802

Lenth, Charles Romero, Martha

Community Colleges at the Crossroads. Summary
Report [and] Proceedings of a Legislative Workshop (Eugene, Oregon, September 28, 1985).

Western Interstate Commission for Higher Education, Boulder, Colo.
Spons Agency—Amoco Foundation, Inc., Chicago,
IL.; Ford Foundation, New York, N.Y.; Teachers
Insurance and Annuity Association, New York,
N.Y.

Insurance and Annuity Association, New York, N.Y.
Pub Date—86
Note—97p.
Available from—Western Interstate Commission for Higher Education, P.O. Drawer P, Boulder, CO 80301 (publication numbers 2A149-Proceedings, and 2A150-Summary).
Pub Type—Opinion Papers (120) — Collected Works - Proceedings (021)
EDRS Price - MP01 Plus Postage. PC Not Available from EDRS.
Descriptors—"Access to Education, 'Accountability, 'College Role, 'Community Colleges, 'Economic Development, Educational Needs, Educational Trends, Futures (of Society), Government School Relationship, Job Training, School Community Relationship, Job Training, School Community Relationship, State Legislation, Student Characteristics, Two Year Colleges, "Two Year College Students, Workshops Presented are a summary and proceedings of a workshop on community college issues of legislative concern. The summary report begins with Patrick Callan's paper, "The Question of Mission," which assesses the changing role of community colleges in the western states. The remainder of the report highlights the key points of the formal presentations and considers alternatives for action with respect to: (1) access to education for student populations exhibiting increasing diversity in age and ethnicity, greater needs for basic remedial education, and higher levels of prior educational attainment; (2) the need for community colleges to identify their distinct contributions to local and state economies in order to more effectively meet changing job requirements and industry needs; and (3) conflicting demands for institutional accountability reflected in changing state expectations and community needs. The proceedings includes opening comments by Phillip Sirotkin, John Kitshaber, and Martha Romero; and the text of the presentations by Richard C. Richardson, Jr., and Helen Sommers on access; Jim Scherer and Myrns Harrison on economic development; and Bruce Hugo and John Terrey on accountability. Summaries of the small group discussions on each of these topics are presented, as we

E.J. 297 803

Walsh, Bettye Head, Ronald R.
Developmental Reading and Writing at Piedmont
Virginia Community College. Research Report
Number 4-98.
Piedmont Virginia Community Coll., Charlottesville, VA. Office of Institutional Research and
Planning.

Planning. Pub Date—Jul 88

Note-20p. Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Post

EDRS Price - MF91/PC01 Plus Postage.

Descriptors—Academic Achievement, Community Colleges, Grades (Scholastic), \*Outcomes of Education, \*Porgram Effectiveness, Reading Tests, \*Remedial Instruction, \*Remedial Reading, Scores, Two Year Colleges, Writing Evaluation, \*Writing Instruction

Identifiers—English Qualifying Exam, Nelson Denny Reading Tests

A study was conducted at Pisdmont Virginia Community College (PVCC) to analyze the college's assessment of students' reading and writing akills, investigate the relationship between assessment soors and grades in specific content course, establish the relationship between developmental course completion and content course grades, and measure akill improvement. Since January 1984, 1960 PVCC students were assessed using the Northern Virginia English Qualifying Exam for writing and the Nelson-Denny Reading Test. An examination of their test results and course grades revealed the following: (1) 879 students scored below college-level on the English Qualifying Exam, but only 297 scored below a 10th grade reading level, which placed approximately 15% of the students in developmental writing: (2) a slight negative relationship was discovered between students' assessment scores and their grades in psychology, history, accounting, or their grades in psychology, history, accounting, or their grades and persistence rates; and (4) students who completed the developmental writing course evidenced skill improvements on the English Qualifying Exam post-test. (EJV)

ED 297 804

Head, Ronald R.

PVCC Fall-Time Students: Fall Quarter 1987.

Research Report No. 5-88.

Fledmont Virginia Community Coll., Charlottesville, VA. Office of Institutional Research and

Piedmont Virginia Community Coll., Charlottesville, VA. Office of Institutional Research and Planning.
Pub Date—Jul 88
Note—29n.
Pub Type— Reports - Research (143) — Tests/
Questionnaires (160)
EDRS Price - MPB1/PG2 Phas Postage.
Descriptors—Community Colleges, Educational
Background, Employment Patterns, Enrollment,
"Enrollment Influences, "Full Time Students,
Questionnaires, School Surveys, "Student Characteristics, "Student Educational Objectives, Two
Year Colleges, "Two Year College Students
In fall 1987, after a 5-year decline, full-time enrollment at Piedmont Virginia Community College
(PVCC) rose dramatically by 18.8%. In response to
the increase, a study was conducted to determine
the characteristics of full-time students and the factors influencing their enrollment. The Virginia
Community College System provided data on the
demographic and earollment characteristics of both
full- and part-time students, and PVCC surveyed all
799 full-time enrollees to determine their reasons
for attending full time, Study findings, based on a
33.67% response rate, included the following: (1)
unlike part-time students, most of the full-time students were recent high school graduates, seeking an
associate degree and eventual admission to
four-year colleges or universities; (2) 70% of the
respondents held full- or part-time jobs; (3) 66.2%
were attending PVCC to prepare for transfer to a
four-year institution; (4) parents and friends were
ratending PVCC to prepare for transfer to a
four-year institution; (4) parents and friends were
ratending PVCC, though advertisements
and publicity were also highly influential; and (5)
62.5% of the respondents claimed that cost was a
factor in deciding to attend college. The survey instrument is appended. (AJL)

JC 880 350

ED 297 805 JC 880 35 Head, Ronald B. Employer Survey Results for the PVCC Graduat-ing Class of 1985-1986. Research Report Num-ber 6-88.

iedmont Virginia Community Coll., Charlottes-ville, VA. Office of Institutional Research and

Planning, Pub Date—Jul 38 Note—46p. Pub Type— Reports - Research (143) — Tests/ Questionnaires (160) EDRS Price - MF01/PC92 Plus Postage. Descriptors—College Oraduates, Community Col-

leges, \*Employer Attitudes, \*Job Skills, Out-comes of Education, \*Personnel Evaluation, Questionnaires, \*School Effectiveness, Surveys, Two Year Colleges, Vocational Education, Voca-

Two Year Colleges, Vocational Education, Vocational Pollowup.

In spring 1988, a survey was conducted of the employers of graduates of Piedmont Virginia Community College (PVCC) to evaluate the occupational success of PVCC graduates and to determine how well academic programs prepare students for the work in various professions. On the graduate follow-up survey of the class of 1985-86, 85 graduates or 49.4% of all respondents gave permission for PVCC to contact their employers. Study findings, based on a 52.9% respondents gave permission for PVCC to contact their employers. Study findings, based on a 52.9% response rate, included the following: (1) nearly 75% of the employers rated the PVCC graduates as "excellent" or "good" with respect to technical job skills, quality and quantity of work, work attitudes, cooperation with fellow workers and supervisors; (2) there was only a slight correlation between employee job satisfaction and employer evaluations; (3) employers felt that PVCC graduates had better skills in math, writing, speaking, research and logic than most employees; (4) employers of 1984-85 graduates gave lower ratings to the graduates' general skills than the employers of 1984-85 graduates; and (5) the majority of the employers felt that PVCC was better than most institutions with respect to both occupational education and training and general education. Tables detailing responses, employer comments, and the survey instrument are appended. (EJV)

JC 880 351

Roesier, Elmo D. sessment of Institutional Effectiveness: A Posi-tion Paper Prepared for the Committee on the Future of the Virginia Community College Sys-

Virginia State Dept. of Community Colleges, Rich-

Pub Date-23 Jun 88

Virginia State Dept. of Community Colleges, Richmond.

Pub Date—23 Jun 88

Note—13p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MFBI/PCBI Plus Postage.

Descriptors—Accountability, "Achievement Tests,
 "Community Colleges, Educational Assessment,
 Financial Support, Institutional Evaluation, "Outcomes of Education, Program Costs, Program Development, State Legislation, Statewide Planning,
 "Student Evaluation, 'Student Placement, "Testing Programs, Two Year Colleges

Identifiers—Virginia

In response to a legislative imperative that all public higher education institutions in Virginia develop
and implement a program to measure student learning and to use the results of evaluations for the
improvement of instruction and the curriculum, the
Virginia community colleges have either initiated or
completed a number of student assessment activities. By October 1987, each community college had
completed a student assessment plan designed to
(1) evaluate students' academic performance at entry, at mid-point in their studies, and upon exit or
graduation; (2) assess the colleges' academic programs and placement services by measuring the
achievement of developmental studies, general education, university parallel/transfer, occupationaltechnical, and unclassified students; and (3) involve
faculty continuously in the entire student assesment process. In addition, the colleges participated
in the development of guidelines and resource papers for student assessment, two informational
workshops and an articulation conference, the development of a sits of testing and guidance instruments used at the colleges, efforts to obtain
supplemental state funding, the preparation of
progress reports, and a pilot study of the efficacy of
an instrument to measure students' comprehension
of general education concepts. Planned activities include the development of a definition of general
education, of assessment methods for students' general
education knowledge, and of a Research and
Assessment

D 297 807 JC 880 352 erformance Profile, Maryland Community Col-

Maryland State Board for Community Colleges, Annapolis. Pub Date—Jan 88

Annapolis.

Pub Date—Jan 88

Note—14p.

Pub Type— Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MFBI/PCOI Plus Postage.

Descriptors—"College Graduates, "College Transfer Students, Community Colleges, Comparative Analysis, "Employment Patterns, "Outcomes of Education, Participant Satisfaction, State Surveys, Two Year Colleges, "Two Year College Students, Vocational Education

Identifiers—"Maryland

Designed to provide data to the Maryland community colleges for self-improvement and to demonstrate institutional accountability, this performance profile presents longitudinal information on student outcomes by college. The following data are presented: (1) percentage of career credit students employed full time in their field of training, 1980-1986; (2) percentage of graduates passing the State Nursing Licensing Examination on their first attempt, 1982-1986; (4) employment status of 1986 career graduates in 1987; (5) employer ratings of career training of 1986 gradustes; (6) percentage of ransfer credit students who a chieved their transfer goal, 1980-1986; (7) percentage of transfer students in sood academic standing at their four-year institutransfer credit students who achieved their transfer goal, 1980-1986; (7) percentage of transfer students in good academic standing at their four-year institution, 1983-1986; and (8) percentage of students rating their transfer preparation as very good or good, 1986. Technical notes on data sources are included.

ED 297 808 JC 880 353
Ahles, Catherine B.
Macomb Community College Community Relations Plan, 1988.
Macomb County Community Coll., Warren, Mich.

Pub Date-

Macomb County Community Coll., Warren, Mich. Pub Date—88
Note—103p. Pub Type— Reports - Descriptive (141)
EDRS Price - MP01/PC05 Phas Postage.
Descriptors—College Planning, Community Colleges, \*Educational Needs, Needs Assessment, Organizational Objectives, Program Evaluation, \*Public Relations, \*School Community Relationship, Two Year Colleges
Based on the premise that effective community relations planning must include an assessment of local needs, a response to these needs, evaluation of program effectiveness, and reports back to the public, this community relations plan for Michigan's Macomb Community College (MCC) recognizes and records ongoing activities and suggests appropriate new initiatives. Part I underscores the importance of positive relations between institutions of higher education and the local community. After part II identifies the problems impeding MCC's growth and achievement of its advancement goals, part III lists the sources of information on community relations reviewed by MCC staff. Part IV presents the results of internal and external needs assessments, focusing on academic affairs; student and community services; trends in lifestyles, working habits, and public attitudes toward business and politics; demographics; county economic and infrastructural needs; and community concerns. Part V states MCC's community relations philosophy and goals. In part VI, as action plan is provided, covering long-term objectives, implementation, periodic reappraisal, and a needs-based matrix of local community groups of importance to MCC, part VIII sets forth community relations objectives for each group and part IX presents communications and media strategies. Parts X and XI focus on evaluation procedures for the community relations program. Finally, part XII explains procedures for reporting back to the community and making program adjustments. Appendixes include data on MCC and the community and a 59-item bibliography. (AYC)

ED 297 809 JC 880 354 ED 297 809 JC 880 354
Livierutos, Barbara B.
The Survey of Employers of 1986 Howard Community College Graduates: A Report of the Findings, Research Report Number 53.
Howard Community Coll., Columbia, MD. Office of Research and Planning.
Pub Date—Jul 88
Note—21p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—°College Graduates, Community Colleges, \*Employer Attitudes, Job Skills, \*Personnel Evaluation, School Effectiveness, Two Year Colleges, \*Two Year College Students, Vocational Followup

A study was conducted at Howard Community
College (HCC) to determine employers' perceptions of the employment preparation and job training provided by HCC. Questionnaires were mailed to the employers of 38 1986 graduates, who had previously granted permission for their employers to be contacted. Study findings, based on a 68% response rate, included the following: (1) 69% of the employers indicated that the graduates' jobs were closely related to their education; (2) all of the employers asid that the graduates' ability to learn on the job was good or very good; (3) 88% gave the closely related to their education; (2) all of the employers asid that the graduates' shillip to learn on the job was good or very good; (3) 88% gave the graduates good or very good ratings with respect to their oral communication skills and work attitudes; (4) 88% of the employers rated the graduates' preparation as good or very good, and all employers responding to the question said that they would hire another HCC graduate; and (5) 72% gave ratings of good or very good to the graduates' familiarity with the equipment required by their jobs. (EJV)

ED 297 810 JC 880 355 Agreement between the Board of Trustees of Dutchess Community College and the County of Dutchess and the Dutchess United Educators, 1967-1991.

Dutchess Comm Pub Date—[87] nunity Coll., Poughkeepsie, N.Y.

Note—[87]
Tote—42p.; Part of a collection of bargaining agreements compiled by the National Education Asso-

Pub Type— Legal/Legislative/Regulatory Materials (090)

als (950)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—"Collective Bargaining, "College Faculty, Community Colleges, "Contracts, "Employment Practices, Faculty Promotion, Faculty Workload, Fringe Benefits, Grievance Procedures, Job Layoff, Leaves of Absence, Personnel Policy, Teacher Dismissal, Teacher Salaries, Two Year Colleges, Unions

Identifiers—National Education Association, "NEA Contracts

The agreement between the Board of Trustees of

Identifiers—National Education Association,
\*NEA Contracts
The agreement between the Board of Trustees of
Dutchess Community College and the County of
Dutchess and the Dutchess United Educators
(DUE) is presented for the period between 1987
and 1991. The 12 articles in the agreement set forth
provisions concerning: (1) recognition of the bargaining unit; (2) responsibilities of the Board of
Trustees; (3) rights of the DUE, including collective
bargaining rights and membership dues deduction;
(4) DUE benefits, including use of college facilities,
release time for the DUE president, and distribution
of the agreement; (5) benefits for educators, including professional development, holidays, vacations,
leaves, health and life insurance, and early retirement; (6) responsibilities and practices of educators
with respect to outside compensated activities, professional obligations, annual teaching load, evening
assignments, advising responsibilities, and office
hours; (7) general professional practices, including
hour related to personnel files, promotion of teachers, removal of tenure, and non-renewal of appointments of non-tenured teachers; (8) salaries; (9)
terms and conditions of employment; (10) conclusions of collective negotiations and severability; (11)
approval of the legislature; and (12) duration of the
agreement. Policies concerning academic freedom
and salary schedules are appended. (EIV)

ED 297 811

JC 880 356
Agreement between Lakeshore Vocational, Technical and Adult Education District Board and Lakeshore Education Association, 1967-1989.

Pub Date—[87]
Note—51p.; Part of a collection of bargaining agreements compiled by the National Education Association.

ciation.

Pub Type— Legal/Legislative/Regulatory Materials (1990)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors— "Collective Bargaining, "College Faculty, Community Colleges, "Contracts, "Employment Practices, Faculty Promotion, Faculty Workload, Fringe Benefits, Crievance Procedures, Job Layoff, Leaves of Absence, Personnel Policy, Teacher Dismissal, Teacher Salaries, Two Year Colleges, Unions Identifiers—National Education Association, "NEA Contracts"

The agreement between the Lakeshore Vocational, Technical and Adult Education District Board and the Lakeshore Education Association is presented for the period 1987-1989. The articles in the agreement set forth provisions related to: (1) recognition and composition of the bargaining unit; (2) pay variations for various or unusual conditions; (3) work schedules; (4) work toad (a work load percentage chart is included); (3) the teacher utilization advisory committee; (6) teacher contracts; (7) discharge and discipline; (8) pay provisions; (9) payroll deductions; (10) advance credits and occupational experience; (11) extra-duty conditions; (12) pay for substituting; (13) insurance; (14) sick leave; (15) leaves of absence; (16) retirement; (17) grievance procedures; (18) resolution of differences by peaceful means; (19) a management rights clause; (20) maintenance of standards; (21) waiver and savings clauses; and (22) duration of the agreement. Instructional calcudars, salary schedules, and a memorandum of understanding are attached. (EJV)

imployment Agreement between the County of Ulster and the Ulster County Community Col-lege Faculty Association, September 1, 1987 to August 31, 1990. ED 297 812

Uster County Community Coll., Stone Ridge, N.Y.
Pub Date—[87]
Note—19p; Part of a collection of bargaining agreements compiled by the National Education Association.

cistion.

Pub Type— Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors— \*\*Collective Bargaining, \*\*College Faculty, Community Colleges, \*\*Contracts, \*\*Employment Practices, Faculty Promotion, Faculty Workload, Friage Benefits, Grievance Procedures, Job Layoff, Leaves of Absence, Personnel Policy, Teacher Dismissal, Teacher Salaries, Two Year Colleges, Unions Identifiers—National Education Association, \*\*NEA Contracts\*\*

The employment agreement between the County

Identifiers—National Education Association,

\*NEA Contracts

The employment agreement between the County of Ulster and the Ulster County Community College Faculty Association is presented, covering the period between September 1, 1987 and August 31, 1990. The six articles in the agreement set forth provisions related to: (1) recognition of the bargaining unit; (2) salaries and work load, including overload rates, teaching load and instruction, and minimum salaries; (3) professional development leave, including funding of professional travel; (4) other benefits, including life insurance, liability protection, retirement programs, health insurance, sick leave and sick leave bank, personal leave, maternity leave, jury duty and court appearance, promotion, reduced-time appointments, sabbatical leave, long-term diasbility, termination due to budget or program curtailment, academic freedom, academic calendar, class size, course preparations, service on college committees, summer session contract protections, access to personnel files, selection of division and department chairpersons, office space and equipment, meeting times and use of facilities, access to information, evaluation procedures, and tuition waivers; (3) grievance procedures; and (6) miscellaneous items. (EJV)

ED 297 813

ED 297 813 JC 880 358 JC 880 i Contract between the Board of Trustees of Commu-nity College District No. 20 and the Walla Wall Community College Association for Filgher Ed-cation, 1987-89. Walla Walla Community Coll., Wash. Pub Date—[87]

Pub Date-[87]

Note—41p.; Part of a collection of bargaining agreements compiled by the National Education Association.

ciation.

Pub Type— Legal/Legislative/Regulatory Materials (990)

EDRS Price - MF01/PC82 Plus Postage.

Descriptors— \*Collective Bargaining, \*College Faculty, Community Colleges, \*Contracts, Employer Employee Relationship, Faculty Workload, Fringe Benefits, Grievance Procedures, Joh Layoff, Labor Relations, Leaves of Absence, Part Time Faculty, Personnel Policy, Teacher Dismissal, Teacher Retirement, Teacher Salaries, Tenure, Two Year Colleges, Unions Identifiers—National Education Association, \*NEA Contracts

This contract between the Board of Trustees of

This contract between the Board of Trustees of community College District No. 20 and the Walls

Walls Community College Association for Higher Education covers the period between 1987 and 1989. The 14 stricles in the contract set forth provisions related to: (1) administration, including recognition of the bargaining unit, status of the contract, and conformity to law; (2) management and association rights; (3) personnel policies related to employee rights, copyrights and patents, academic employee protection, and evaluation; (4) workload, including work schedules and assignments, on-campus requirements, professional development, off-campus assignments, travel, class audits, and contact hours; (5) tenure, including statutory requirements and administrative considerations; (6) dismissal; (7) reduction in force; (8) academic freedom and participation by the faculty in college governance; (9) part-time faculty, including fringe benefits, personnel files, and letters of appointment; (10) personal and professional leaves of absence; (11) grievance procedures; (12) salary schedule; (13) uninterrupted instructional activities; and (14) the duration of the agreement. Information on employee evaluation and salaries is appended. (EJV)

the duration of the agreement. Information on employee evaluation and salaries is appended. (EJV)
ED 297 814

JC 880 359
Macomb Community College Internal Communications Plan.
Macomb County Community Coll., Warren, Mich.
Pub Date—Oct 87
Note—469.
Pub Type—Information Analyses (070) — Reports
- Descriptore (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptora—College Environment, College Planning, Community College, "Information Dissemination, "Information Needs, "Organizational Communication, Two Year Colleges
Designed to improve internal communications at Michigan's Macomb Community College (MCC), this plan identifies strategies, goals, objectives, and activities which are consistent with established policy and an organizational assessment. After section I provides introductory comments, section II considers the policy implications of the communications plan. Section III offers an environmental nalaysis, identifying the kinds of information desired by employees, internal communications distribution models, characteristics of effective communications, and environmental changes that will affect communications in the future. Section IV presents the results of an organizational assessment conducted to identify the separate audiences of internal communications, and environmental changes that will affect communications in the future. Section IV presents the results of an organizational assessment conducted to identify the separate audiences of internal communications where an environmental changes that the casting vehicles and media available for use, and anticipate changes. After section V discusses the goals and objectives of internal communications, section VI presents an action plan which includes the formation of an internal communication committee, program recommendations, and timelines. Finally, section VI presents an action plan which includes the formation of an internal communication adapted the content and processes, document dexisting vehicles and media available for use, and anticipate changes. After s (EJV)

ED 297 815 JC 880 360

ED 297 815

JC 880 360

Macomb Community College Recruitment Plan, 1987-1988.

Macomb County Community Coll., Warren, Mich. Pub Date—87

Note—66p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PCB3 Plan Pestage.

Descriptors—°College Planning, Community Colleges, "Institutional Advancement, Organizational Objectives, Student Recruitment, Two Year Colleges

Michigan's Macomb Community College's (MCC's) student recruitment plan outlines specific activities, timelines, and budgets to meet the institution's goals for college advancement and the instructional divisions' and service departments' goals and objectives for student recruitment. Section offers a summary of MCC's market segmentation approach to recruitment, highlighting strategies for reaching high school students (e.g., enlarging the percentage of youth perceiving themselves as college bound; using personal interaction, high school visitations, and role models; and utilizing print media with more visual impact and less print copy); community adults (e.g., establishing a process that relates continuing education courses to degree credit courses; concentrating messages on career benefits, low cost, and financial sid; and targeting

adult education graduates, returning homemakers, and other specific groups); and business and industry (e.g., integrating recruitment with existing relationships, promoting the value of associate degrees to employers, and investigating the use of a training warranty). After section II discusses the philosophy and mission of MCC, section III presents the results of an environmental scan of national, state, and county trends, a definition and theory of recruitment, and a look at competitive practices. Section IV examines MCCs recruitment structure and staffing current activities and resources, and enrollment patterns. In section V, recruitment goals and objectives are set forth for the college as a whole and for each division. Section VI presents an action plan, including strategies for each targeted group, timelines, and an expenditure plan. Section VII considers evaluation criteria, measures, and methods. A 30-item bibliography, student profiles, a list of previous recruitment scrivities, a publications log, and a promotional model are included. (EJV)

ED 297 816

IC 880 361

Hawkins, O. Rebecca, Ed.

Frince George's Community College 1988-93 Master Pisa.

Prince George's Community College 1988-93 Master Pisa.

Prince George's Community Coll., Largo, Md.

Pub Date—Jul 88

Nots—22p.

Pub Type— Reports - Descriptive (141)

EDBS Price - MF01/PCII Plus Postage.

Descriptora—Affirmative Action, 'College Planning, College Programs, 'College Role, Community Colleges, Economic Development, Educational Finance, 'Enrollment Influences, 'Institutional Characteristics, Master Plans, Population Trends, Two Year Colleges

Identifiers—"Strategic Planning

Designed to integrate strategic planning for Prince George's Community College's (PGCCs) programs, budgets, and facilities, his master plan for 1988-93 offers information on the college's planning framework, mission, programs, and institutional priorities. The major features of the plan are a situational analysis and environmental scan, which examine PGCC's market share, enrollment trends, and student demographics, goals, attendance patterns, and program choices. The environmental scan also considers the potential impact of a projected decline in high school graduates, an increase in the number of older county residents, the state of the local economy, increasing competition among higher education institutions, and demands for institutional assecument and accountability. The final section of the master plan sets forth PGCC's priorities for the coming years with respect to: (1) increasing the representation of women and minorities among faculty and administrative staff; (2) creating mechanisms to increase the educational success of students; (3) increasing the effectiveness of the marketing effort; (4) expanding the college's operating budget through alternative funding sources. (EJV)

ED 297 817

JC 880 362 D. 297 817

JC 880 362

Gaussiman, A. J., Ed. Tudor, Dan, Ed.

Jampendium of Selected Data & Characteristics,
University of Kentacky Community College System, 197-38.

Jentucky Univ., Lexington. Community Coll. Sys-

Kentucky Univ., Lexington. Community Coll. System.

Pub Date—Jul 88

Note—101p.
Pub Type— Numerical/Quantitative Data (110) —
Reports - Descriptive (141)
REPORTS Piese - MPGIL/POS Pius Postage.
Descriptors—College Faculty, College Graduates,
College Libraries, College Programs, \*Community Colleges, Educational Finance, \*Enrollment
Trends, Expenditures, \*Pinancial Support, Incouns, Operating Expenses, State Surveys, Statistical Data, \*Student Characteristics, Teacher
Characteristics, Teacher Salaries, Two Year Colleges, \*Two Year College Students
Identifiers—\*Kentucky
A list of college programs and a history of the
University of Kentucky Community College System (UKCCS) begin this presentation and analysis
of 1987-88 data on UKCCS enrollments, instructional programs, financial support, and student
characteristics. Section I focuses on enrollment,
providing fall 1987 headcount data for each of the
14 UKCCS campuses in terms of full-fpart-time status, class, gender, and residence; full-time equiva-

lent (FTE) enrollment data for 1964 and 1978-87; and headcount enrollment of first-time freshmen, 1977-1987. Section II examines headcount enrollment by degree level; program enrollment by gender; credit hours offered and FTE enrollment by degree and course level; UKCCS graduates by degree, college, and program; number and type of binary materials supporting the instructional programs; educational level of full-time teaching seeds and entitle and for the first programs; educational level of full-time teaching seeds and entitle and feedback programs; educational level of full-time teaching seeds and entitle and feedback programs; educational level of full-time teaching. programs; educational level of full-time teaching staff; and staff and faculty development activities. Section III analyzes the financial support base of UKCCS, detailing general fund expenditures by function, expenditures from recurring general funds budgeted by function, and average faculty salaries by rank. Section IV examines the family income, ethnic status, and age of fall 1987 freshmen and compares their mean standardized test acores with those of similar groups in previous pages. (EIV)

ED 297 818 JC 880 363 EAJ 297 818 JC 880 363 Jensen, Robert And Others Developing Criteria for Institutional Effectiveness: A Statewide Workshop, Proceedings (Santa Ana, California, April 28–29, 1988). Rancho Santiago Community Coll., Santa Ana, Calif

Calif.

Spons Agency—Accrediting Commission for Junior
Colleges, Modesto, Calif.; Association of California Community Coll. Administrators.; California Association of Community Colleges, Sacramento. Academic Senate.; California Community Colleges Trustees Association, Sacramento. Pub Date—Apr 88

Note—31p.

Pub Type—Collected Works - Proceedings (021) — Reports - Descriptive (141) — Opinion Papers (120)

(120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Community Colleges, Educational
Assessment, Educational Quality, "Evaluation
Criteria, "Outcomes of Education, Program Evalnation, "School Effectiveness, Two Year Colleges
This workshop proceedings presents summaries of
the presentations of four speakers and recommends
criteria and measures for determining institutional
effectiveness. After introductory comments on the
sponsorship and format of the workshop, the paper
highlights the major points made by Carol Boyer,
who reviewed recent research and other efforts concerning the assessment of effectiveness; Peter Conhighlights the major points made by Carol Boyer, who reviewed recent research and other efforts concerning the assessment of effectiveness; Peter Consacro, who spoke about the performance-based dunding procedure for higher education used in Tennessee; Edward Morante, who described the background, implementation, and results of New Jersey's state outcomes program; and James Rogers, who addressed accreditation by the Southern Association of Colleges and Schools. Next, general criteria for measuring institutional effectiveness are presented for general, transfer, and vocational education; basic skills; student support services; community needs and involvement; and cultural awareness. The final sections recommend quantitative measures of: (1) the adequacy of equipment, facilities, and grounds; (2) the degree to which community needs for cultural, global, and political awareness are met by courses, counseling, and outreach; (3) student understanding of the liberal arts, sciences, and vocations through general education; (4) program sensitivity to cultural differences and student cultural awareness; (5) the adequacy of English as a Second Language and high school equivalency offerings; (6) the effectiveness of transfer programs; (7) the provision of socess to education; (8) the quality of vocational programs; (9) the relevance of community services to district needs; and (10) the ability of the college to financially support the programs and services in offers. A list of participants is attached. (EJV)

ED 297 819

GAIN Appraisal Program II. Second Report,
November 1987.
Comprehensive Adult Student Assessment System,
San Diego, CA.
Spons Agency—California State Dept. of Education, Sacramento, California State Dept. of Social
Services, Sacramento.
Pub Date—Nov 87
Note—49p.
Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptora—Adults, Age, \*Basic Stills, \*Educational Attainment, \*Employment Programs, Females, Individual Characteristics, \*Job Training,

Listening Skills, Males, Mathematics Skills, Mi-nority Groups, Reading Skills, State Surveys, \*Welfare Recipients, \*Welfare Services Identifiers—\*California, \*Greater Avenues for In-

"Welfare Recipients, "Welfare Services Identifiers—"California, "Greater Avenues for Independence California," Greater Avenues for Independence California's Greater Avenues for Independence California's Greater Avenues for Independence California's Greater Avenues for Independence GAIN) program provides job services, as well as training, education, and support services to Aid to Families with Dependent Children (AFDC) recipients to belp them attain unsubsidized employment. The GAIN program includes an initial appraisal of participants' basic reading, mathematics, and functional listening skills. On the basis of test results, participants lacking basic skills may have provisions for obtaining these skills included in their Basic Participants in Lacking basic skills may have provisions for obtaining these skills included in their Basic Participants and other characteristics of the 32,850 individuals participants of GAIN between July 1986 and August 1987. Selected findings include the following: (1) as of August 1987, 58% of the participants were female, though the percentage of females is expected to rise to 65% by the time the program is fully operational; (2) approximately 44% of the participants were Female, though the percentage of females is expected to rise to 65% by the time the program is fully operational; (2) approximately 44% of the participants were referred to English as a Second Language (ESL) instruction without being tested; and (6) 74% received reading test acores placing them at a high school level or higher, while only 35% scored at a high school level or higher; while only 35% scored at a high school level or higher; while only 35% scored at a high school level or higher; while only 35% scored at a high school level or higher; while only 35% scored at a high school level or higher; while only 35% scored at a high school level or higher; while only 35% scored at a high school level or higher; while only 35% scored at a high school level or higher; while only 35% scored at a high school level or

ED 297 820 ED 297 820

Negotiated Agreement between Board of Trustees
Wenatchee Valley College and Wenatchee Valley College Association for Higher Education.
Wenatchee Valley Coll., Wenatchee, Wash.
Pub Date—15 Sep 87

Note—72p; Part of a collection of bargaining agreements compiled by the National Education Asso-

Pub Type— Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC03 Plus Postage.

als (090) e. MF01/PC03 Plus Peetage.
Descriptors—Collective Bargaining, Community
Colleges, Employer Employee Relationship, Faculty Colleges, Employer Employee Relationship, Faculty Workload,
Fringe Benefits, Grievance Procedures, Labor Relations, Two Year Colleges, Unions
Identifiers—National Education Association,
\*NEA Contracts
This negotiated agreement between the Board of
Trustees of Wenatchee Valley College and the Wenatchee Valley College Association for Higher Education covers the period between July 1, 1987 to
June 30, 1989. The agreement includes articles concerning: (1) recognition of the bargaining unit; (2)
board of trustees rights and functions; (3) association rights, including the use of buildings and equipment, communications, access to information, and association/employer meetings; (4) academic employee rights to due process, safe working conditions, travel expenses and reimbursements, and ascess to personnel files; (5) the continuation of prior practices not specifically covered in the agreement; (6) participation in college governance; (7) job descriptions, hiring, and workload standards for academic employees; (8) tenure, faculty contracts, dismissal, and reduction-in-force procedures; (9) evaluation of instructional programs and professional employees; (10) professional improvement; (11) leaves of absence; (12) grievance procedures; (13) uninterrupted education activities; (14) a savings clause; and (15) the scope and duration of the agreement. Appendixes provide faculty salary schedules and an academic calendar. (EJV)

ED 297 821 JC 880 370 ED 27 5.21

Collective Bargaining Agreement between Board of Trustees of Lower Columbia College District 13 and Lower Columbia Faculty Association, 1967-1990.

Lower Columbia Coll., Longview, Wash.; National Education Association, Washington, D.C.

Education Association, Washington, D.C.
Pub Date—87
Note—36p.
Pub Type—Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—\*Collective Bargaining, \*College Faculty, Community Colleges, \*Contracts, Department Heads, \*Employment Practices, Faculty, Promotion, Faculty Workload, Fringe Benefits, Grievance Procedures, Job Layoff, Leaves of Absence, Personnel Policy, Released Time, Teacher

Dismissal, Teacher Retirement, Teacher Salaries, Tenure, Two Year Colleges, Unions Identifiers—"Lower Columbia College WA, National Education Association, "NEA Contracts This contractual agreement between the Board of Trustees of Lower Columbia College (LCC) District 13 and the Lower Columbia College Faculty Association outlines the terms of employment for all academic employees of the district. The 13 articles in the agreement set forth provisions related to: (1) recognition of the association as exclusive bargaining agent; (2) academic employee opportunities and obligations concerning college governance; (3) and any and imitial placement of employees; (4) professional development; (5) association rights; (6) academic employee rights and working conditions; (7) management rights; (3) the intention to negotiate an evaluation system for non-probationary employees; (9) personal and professional leaves of absence; (10) grievance procedures; (11) tenure and dismissal; (12) the scope of the agreement; and (13) the duration of the agreement. Information on professional development units, a back-to-work agreement addressing the March 3 and March 4, 1988 work-stoppage, and a memorandum of agreement concerning an inventory of fixed assets and equipment are appended. (AJL)

Community College Laws of North Carolina, 1987
Edition.

North Carolina State Dept. of Community Colleges,

Edition.

North Carolina State Dept. of Community Colleges, Raleigh.

Pub Date—Mar 88

Note—709.

Pub Type— Legal/Legislative/Regulatory Materials (090)

EDRS Price - MFDL/PCB Plus Pestage.

Descriptors—College Administration, "Community Colleges, Educational Finance, "Educational Legislation, "Financial Support, Government Role, Proprietary Schools, "State Legislation, Tuition, Two Year Colleges
Identifiers—North Carolina

This publication contains the laws governing the community college system of North Carolina (Chapter 115D of the General Statutes of North Carolina, and other relevant statutes in Chapters 115, 115B, and 116). Chapter 115D contains provisions applying to state administration, local administration, financial support, budgeting, accounting, and fiscal management, special provisions, the creation and administration of the North Carolina Vocational Textile School, nondiscrimination, access to information and public records, open meetings of the State Board of Community Colleges, and proprietary schools. Chapter 115B authorizes a tuition waiver for senior citizens. Chapter 115C-154 enumerates the duties of the State Board of Education with respect to vocational education, while chapter 115C-158 considers the division of federal funds for vocational education between secondary and post-secondary educational systems. Chapter 115C-338 presents provisions for the salaries of employees injured during "an episode of violence." Finally, article 14 of chapter 116 states general provisions related to tuition and fees in state institutions. (EJV)

ED 297 823 JC 880 373

Dowdy, Helen B.
Masual for Trustees of the North Carolina Community College System.
North Carolina State Dept. of Community Colleges,

munity College System.

North Carolina State Dept. of Community Colleges, Raleigh.

Pub Date—Jul 87

Note—52p.

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MP91/PC03 Plus Postage.

Descriptors—Board Administrator Relationship,

"College Administration, College Presidents, Community Colleges, "Governance, "Governing Boards, State Departments of Education, "Trustees, Two Year Colleges

Identifiers—North Carolina, "Trustee Role Designed to assist college trustees in the North Carolina community college system in carrying out their duties, this handbook contains information about the system, the functions and responsibilities of trustees, local and state budgets, and pertinent laws. First, introductory comments place the work of the trustee within the context of the entire constellation of legislators, policy makers, administrators, faculty, and students who make up the community college system. Next, a brief history of the system affirms the colleges' commitment to total education, discusses the system's open door philos-

ophy and policies, and lists key administrators and significant community college studies. The next chapter outlines some of the major responsibilities of trusteeship, including; (1) the establishment of the mission and goals of the institution; (2) the appointment, evaluation, and termination of the president; (3) sound management; (4) approval of the budget and long-range plans; (5) fund raising; (6) the establishment of educational programs; (7) community college advocacy; (8) service as a court of appeal; and (9) awareness of relevant issues and policies. The handbook then reviews the responsibilities of the chairman of the board of trustees, college president, State Board of Community Colleges, state President and Department of Community Colleges, and Attorney General. After advocating on-going self-evaluation of performance, the handbook offers a sample job description for a college president and outlines procedures for presidential searches and evaluations. Comments on community college funding are followed by guidenies for working with legislators on educational issues. Appendixes include a code of ethics, pertinent laws, a self-evaluation checklist, a glossary of terms and acronyms, and a reading list. (AJL)

ED 297 824 JC 880 374

Dowdy, Helen B. North Carolina State Board of Community Colleges Handbook. North Carolina State Dept. of Community Colleges,

leges Hamdbook.
North Carolina State Dept. of Community Colleges, Raleigh.
Pub Date—I Sep 85
Note—559.
Pub Type—Guides - Non-Classroom (055) — Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Board of Education Policy; Board of Education Role, \*College Administration, \*Community Colleges, \*State Boards of Education, Two Year Colleges
Identifiers—North Carolina
This handbook was developed to assist members of the North Carolina State Board (NCSB) of Community Colleges in the discharge of their duties and responsibilities. The first section provides a history of the North Carolina community college system, followed by a description of the NCSB's policy, objectives, membership, and code of ethics. The NCSB's scope of work is set forth next, including the roles of individual board members and the state board chair. The handbook then offers general guidence for the NCSB's involvement in political activities, and specific guidelines for writing to legislators. After outlining the repossibilities of the state president of the community college system, the handbook explains the manner in which North Carolina's community colleges are funded. The handbook concludes with a copy of the NCSB bylaws, a summary of the legal responsibilities of the NCSB, and a glossary of commonly used terms and acronyms often associated with education. (EJV)

JC 880 375

ED 297 825

Simmons, Howard L.

Institutional Effectiveness in the Community College: "Assessing Institutional Effectiveness through the Accreditation Process."

Pub Date—Jul 88

Note—19p.; Paper presented at the League for innovation in the Community College Conference, "Institutional Effectiveness in the Community College" (Charlotte, NC, July 17-20, 1988).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (130)

EDRS Price - MP01/PCDI Plus Postage.

Descriptors—"Accreditation (Institutions), "Community Colleges, Curriculum Evaluation, "Evaluation Methods, "Institutional Evaluation, "Outcomes of Education, Program Evaluation, whether by state mandate, institutional initiative, or the requirements of accrediting bodies, community colleges and other institutions of higher education are giving increased attention to assessment and evaluation. In the region accredited by the Midcle States Association (MSA) of Colleges and Schools, for example, several community college have implemented novel approaches to institutional evaluation. Genesee Community College (New York) and Middlesex County College (New Jersey) have adopted a cyclical program/service review process, using outside evaluators appointed by the MSA in consultation with the Institution. Nassau

Community College's (New York) review model focuses on the outcomes of the teaching/learning process, recognizing faculty as the key managers and practitioners of program review. Delaware County Community College (Pennsylvania) was one of the original participants in the American College Testing Program's College Outcomes Measures Project, and continues to use and improve this assessment model to evaluate student outcomes. Monroe Community College (New York) has developed a practical and readable fact book, which documents collegewide outcomes related to the fulfillment of specific goals and objectives. Dundalk Community College (Maryland) is currently undertaking a "Study of Learning Excellence" as a substitute for traditional accreditation self-study and evaluation processes. As a final example, New Jersey's community colleges use a state-mandated multidimensional program of outcomes assessment. Though community colleges are making progress in the assessment process, they must continue to develop their research capacity and adopt appropriate strategies for the assessment of student outcomes and institutional effectiveness. (AJL)

BD 297 826

Ryan, G. Jeremiah

Excelience in Educational Fund Raising at America's Community Colleges and a Key Resources

Guide for Educational Fund Raising.

Monroe Community Coll., Rochester, NY. Office
of Institutional Advancement.

Spons Agency—American Association of Community and Junior Colleges, Washington, D.C.;

Council for the Advancement and Support of Education, Washington, D.C.

Pub Date—May 88

Note—Syp.

Pub Type— Information Analyses (070) — Reference Materials - Bibliographies (131)

EDRS Prices - MPOI/PCBS Plus Postage.

Descriptors—Community Colleges, Corporate Sup-

Pub Type—Information Analyses (070) — Reference Materials - Bibliographes (131)
EDRS Price - MP01/PC03 Plas Postage.
Descriptors—Community Colleges, Corporate Support, Educational Finance, Financial Support, "Fund Raining, Philanthropic Foundations, "Private Financial Support, Two Year Colleges Designed to encourage and inform community college efforts to secure private financial support, this literature review and resource guide examine the current status of fund raising at community colleges and ists pertinent information sources. After introductory comments advocate increased community college involvement in fund raising, the paper cites statistics showing the trends in and payoffs of such involvement. This section reveals increases in total amounts raised and in corporate and foundation giving. The next section examines barriers to community college fund-raising activities, and looks at ways that some colleges have overcome them. Next, the characteristics of successful fund-raising programs are reviewed; e.g., a defined plan of activity that relates specific programs to development prospects; a well-organized, active, and community-based board of directors; a committed and active president; and dedication of college resources to the effort. Information is then provided on the community college that have had the most success in fund-raising over the past 5 years. Next, research and efforts to encourage fund raising are cited. The attached resource guide lists associations that can provide support and information, defines terms, and lists books and articles on alumni giving, case studies of successful programs, corporate giving, the exhabilishment of community college foundations, the role of the foundation's executive director, the non-financial functions of the foundation, the college president's role, public colleges and private giving, revenue enhancement, specially funded programs, success criteria, strategies for fundraising, and trustees and foundation boards. (AYC)

ED 297 827

JC 880 377

Ryan, G. Jeremish

Corporation and Foundation Giving to Community
Colleges.

Monroe Community Coll., Rochester, NY. Office
of Institutional Advancement.

Spons Agency—American Association of Community and Junior Colleges, Washington, D.C.;
Council for the Advancement and Support of Education, Washington, D.C.

Pub Date—Jun 88

Note—849.

Pub Type—Reports - Research (143) — Reference
Materials - Bibliographics (131)

EDRS Price - MF0L/PC04 Plus Pestage.

Descriptors—Community Colleges, \*Corporate

Support, Educational Finance, "Philanthropic Foundations, "Private Financial Support, Two Year Colleges
Designed to encourage and inform community colleges fronts to obtain financial support from corporations and foundations, this report assesses the current status of corporate and foundation giving to two-year colleges and identifies organizations that accept funding proposals from community colleges. After stressing the need to diversify financial support, part I assesses the status of community colleges fund raising and of foundation and corporate philanthropy to two-year colleges. This section indicates that: (1) corporate donations to all colleges and understanding the community colleges totalled \$1.8 million to community colleges totalled \$8,635,000, or roughly 1% of all foundation gifts to community colleges totalled \$8,635,000, or roughly 1% of all foundation gifts to education; and (3) 43.9% of the private financial support for community colleges was provided by corporations, 1.8% by alumni, 29.8% by other individuals, and 13% by foundations. Part I also includes a list of organizations that can provide information on corporate and foundation giving, information on efforts to increase educational fund raising, and a resource list. Part II contains a list of 190 corporations and foundations, their key contact people, addresses, and hunding gifts to community colleges. Part III lists 168 companies that do not provide matching gifts to community colleges. Carponics that do offer matching grants. (AYC)

ED 297 828 JC 880 378

that do offer matching grants. (AYC)

ED 297 828

JC 880 378

Clagett, Cruig A.

Associate Degree Navaing Program: Program Evaluation Report 84.

Prince George's Community Coll., Largo, MD. Office of Institutional Research and Analysis.

Pub Dats—Dec 87

Note—329.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF91/PC02 Plus Pestags.

Descriptors—"Associate Degrees, College Graduates, Community Colleges, Employment Patterns, Enrollment Trends, "Nurses, "Nursing Education, Occupational Information, "Outcomes of Education, Program Costs, Program Evaluation, Student Characteristics, Two Year Colleges, Trive Year Colleges Students

In 1987, a study was conducted of Maryland's Prince George's Community College's (PGCC's) associate degree in nursing program. The study investigated the enrollment patterns and scademic performance of the 272 students identified as nursing majors in fall 1987; program costs, student performance indicators; program completions; licensure examination results; graduate employment patterns; employer evaluations of PGCC nursing graduates; occupational demand forecasts; and other educational suppliers. Study findings included the following: (1) 94% of the fall 1987 nursing students were female, nearly 20% were over age 35, and 42% were black; (2) nursing instruction cost \$5,110 per full-time equivalent students in fall 1987, nearly 58% higher than the average for all occupational disciplines at PGCC; (3) over the last decade, 94% of the students earolled in a nursing course passed it; (4) of the 106 nursing graduates who took the National Councel Licensure Examination for registered nursing, 85% passed; (3) since 1980, 92% of the students earolled in a nursing course passed it; (4) of the 106 nursing graduates who took the National Councel Licensure Examination for registered nursing, 85% passed; (3) since 1980, 92% of the students earolled in a nursing course passed it; (4) of the 106 nursing graduates who to

JC 880 380

AC assessmentar Todd
A Case Study of the California Community Colleges' AIDS Policias, Guidelines, and Services for Students, Faculty and Staff.
Pub Date—Aug 83
Note—147p.; Ed. D. Dissertation, Nova University

Note—147p.; Ed. D. Dessention.

aity.

Pub Type—Reports - Research (143) — Dissertations (041) —
Tests (Questionnaires (160)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—"Acquired Immune Deficiency Syndrome, "Administrative Policy, Community Colleges, "Counseling Services, "Disease Control, Health Activities, "Health Education, School Policy, State Surveys, Two Year Colleges

Identifiers—"California

A study was conducted to determine the current Acquired Immune Deficiency Syndrome (AIDS) policies, educational programs, and services for stu-dents, faculty, and staff in the 106 California com-nunity colleges; to predict the impact AIDS education and related services are likely to have on munity colleges; to predict the impact AIDS education and related services are likely to have on the colleges; to recommend appropriate action for the Los Angeles Community College District; and to develop an AIDS resource guide. Questionnaires were sent to the health services coordinator or director of institutional research and planning at all California community colleges. Study findings, based on a 100% response rate, included the following: (1) 32% of the colleges had received AIDS guidelines from the American College Health Association and had discussed them with faculty and staff; (2) 26% had developed AIDS policies and guidelines; (3) 64% offered referral services, 52% had an AIDS resource center, 34% had a telephone information service, 51% offered individual consultations, 9% offered training for campus leaders, 42% engaged in outreach, and 66% conducted special campus events; (4) although all colleges perceived a need to offer AIDS education for the campus community, only 50% of the colleges had offered AIDS seminars/workshops for faculty and staff, 28% provided counseling geared specifically to at-risk groups, and 12% had adjusted counseling services; and (5) while only 19 colleges offered screening and testing for AIDS on campus, 75% provided referrals to medical centers. An extensive literature review, 69-item bibliography, a guide to information and organizational resources, and the survey instrument are included. (EJV)

ED 297 830 IC 880 381

Evaluation of an Assessment and Placement System for Entry-Level Courses.

Pub Date—Jul 88

Note—38p.; Paper presented at the League for Innovation in the Community College Conference, "Institutional Effectiveness in the Community College (Charlotte, NC, July 17-20, 1988).

Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MPDL/PCR2 Plus Postage.

Descriptors—\*Adaptive Testing, Basic Skills, Community Colleges, Curriculum Evaluation, Program Evaluation, Scores, \*Student Placement, "Testing Programs, Two Year Colleges In fall 1987, a study was conducted at Lincoln Land Community College (LLCC) to examine the college's system of basic skills assessment for course placement. The study investigated the adequacy of established cut scores; placement evasion (i.e., the diaregarding of a recommendation to take a developmental course) and its consequences; the use of reading acores to place students in social and behavioral science classes; and the comparative advantages and disadvantages of recommended and mandatory placement. Study findings included the following: (1) the analysis of cut score adequacy suggested that cut scores for both math and English should be raised modestly to reduce failure rates; (2) a high incidence of placement evasion was found in math, with a more moderate incidence in English; (3) students who ignored placement recommendations for developmental courses failed transfer courses much more frequently than students whose assessment scores indicated initial placement in a transfer course; (4) no relationship was found between reading scores and success in introductory psychology; and (5) evidence was found in support of mandatory placement, however, the failure rates in developmental courses suggested that a review of mandatory placement, however, the failure rates in developmental courses suggested that a review of mandatory placement, however, the failure rates in developmental courses suggested that a review of curriculs accompany any move toward mandatory pla

Winchell, Anne
New Start Program: Third-Year Report.
New Start Program: Third-Year Report.
Kingaborough Community Coll., Brooklyn, N.Y.
Pub Date—Jul 88
Note—239.
Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Academic
Advising, Colleges, \*College Transfer Students,
Community Colleges, \*Educational Counseling,
\*High Risk Students, Intercollegiste Cooperation,
Outcomes of Education, Program Descriptions,
School Holding Power, Student Improvement,
Two Year Colleges, \*Two Year College Students,

Universities
Identifiers—"Reverse Transfer Students
Kingsborough Community College's (KCC) New
Start Program is designed to assist students facing
dismissal at four-year institutions. After referral by
the senior college, students who choose to enroll in
New Start are admitted to KCC in good academic
standing, are permitted to apply up to 30 previously
earned credits toward an associate degree, and are
assigned a counselor to assist them with academic,
transfer, career, and personal concerns and make
appropriate referrals to on-and offi-campus support
services. Data on the program's achievements durtransfer, career, and personal concerns and make appropriate referrals to on- and off-campus support services. Data on the program's achievements during its first three years of operation indicate that: (1) the number of cooperating senior colleges increased from one to nine; (2) about 90% of the participants attended KCC as full-time, day students; (3) continuation rates were usually about 80% for the fall to spring sensesters, and 65% for the spring to fall semesters; (4) the 355 students enrolled in New Start in 1987-88 maintained a grade point average of 2.22 and completed 90% of their courses; and (5) of the 473 students participating in New Start since the program's inception, 17% earned degrees or transferred back to senior colleges, 54% were still enrolled at KCC in spring 1988, 20% dropped out, and 9.1% were dismissed from KCC because of poor academic performance. (EJV)

Report of the Student Evaluation of the Milwankee Area Technical College, MATC Student Survey Comprehensive Report. Milwankee Area Technical Coll., WI. Dept. of Re-search, Planning, and Development. Pub Date—Aug 88 Note—164n

Milwaukee Area Technical Coll., WI. Dept. of Research, Planning, and Development. Pub Date—Aug 88 Note—1649. Pub Type—Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MP01/PC07 Plus Postage.
Descriptors—Community Colleges, \*Participant Satisfaction, Questionnaires, School Surveys, \*Student Attitudes, \*Student Characteristics, Student Educational Objectives, Two Year Colleges, \*Two Year College Students, Weekend Programs In April 1988, a survey was conducted at Milwaukee Area Technical College (MATC) to enable students to evaluate the college's functions, services, and facilities, and to gather data to construct profiles of MATC's day, evening, and and weekend college students. Questionnaires were administered in class to 7,362 students (out of a total college population of about 32,000), including 2,826 day, 3,715 evening, and 306 weekend college students. Study findings included the following: (1) 55% of MATC students were women; (2) between 1980 and 1988, the median age of day and evening students increased from 26.4 years to 28.4 years; (3) 37% of the day students, 40% of the evening students increased from 26.4 years to 28.4 years; (3) 37% of the students attending evening centers, and 48% of the TV College students had dependent children; (4) 3.4% of the responding students spoke an Asian language at home; (5) 35% of the day students and 20% of the evening students were physically handicapped; and (7) respondents gave the highest ratings to the following aspects of their MATC experience: the way they had been treated by faculty, quality of instruction, satisfaction with courses, availability of instructors, and instructional facilities. Tables showing survey responses by campus and the questionnaire are included. (EJV) ing survey responses by campus and the question-naire are included. (EJV)

JC 880 391 ED 297 833 Statewide Longitudinal Study. Interim Report. Wyoming Community Coll. Commission, Chey-

Pub Date-88

Pub Date—88
Note—16p.
Pub Type— Reports - Research (143) — Tests/
Questionnaires (166)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-- Academic Achievement, \*Community Colleges, Longitudinal Studies, \*Participant Satisfaction, Questionnaires, State Surveys, \*Student Educational Objectives, Two Year Colleges, \*Two Year College Students
Identifiers—5 Wyoming
During fall 1987, the Wyoming Community College Commission (WCCC) designed and initiated a 5-year statewide longitudinal study to identify variables affecting student progress toward personal, accademic, and career objectives. An initial survey of 181 randomly selected first-time, first-year students

was designed to provide a profile of community college students in the state and identify their educational and career goals. Follow-up surveys were
scheduled at 6-month intervals, beginning in spring
1988, to evaluate students' progress toward their
goals. Based on responses from 85% of the original
sample, findings from the first follow-up study included the following: (1) 93% of the students were
enrolled in fall 1987, and 77% planned to continue
their studies there; (2) respondents had a mean
grade point average of 3.02, and enrolled for an
average of 15 credit hours; (3) 84% reported no
major life changes within the last of months affecting
their future educational or career plans; (4) 36% of
the students who had left college after one semester
gave academic reasons for leaving; and (5) a large
majority of the respondents were either satisfied or
very satisfied with the instruction, faculty/student
relations, grading, variety of courses, counseling/academic advising, financial sids services, student employment services, friendiship with students,
and facilities and equipment at the college. The survey instrument is appended. (EJV)

ED 297 834

JC 880 393

ED 297 834

JC 880 393

The Agreement between the Southwest Wisconsin Board of Vocational, Technical & Adult Education and the Professional Staff Association, 1987-1990.

Southwest Wisconsin Vocational, Technical, and Adult Education District 3, Pennimore.

Pub Date—87

Note—35n: Part of a collection of collective bar-

Southwest Wisconsin Vocational, Technical, and Adult Education District 3, Fennimore.

Pub Date—87

Note—37p.; Part of a collection of collective bargaining agreements collected by the National Education Association.

Pub Type—Legal/Legislative/Regulatory Materials (900)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—"Collective Bargaining, \*College Faculty, Community Colleges, \*Contracts, Department Heads, \*Employment Practices, Faculty Promotion, Faculty Workload, Fringe Benefits, Crievance Procedures, Job Layoff, Leaves of Absence, \*Personnel Policy, Released Time, Teacher Dismissal, Teacher Retirement, Teacher Salaries, Tenure, Two Year Colleges, Unions Identifiers—"AFT Contracts, American Federation of Teachers

The collective bargaining agreement between the Southwest Wisconsin Board of Vocational, Technical and Adult Education and the Professional Staff Association of Southwest Wisconsin Technical Institute, the exclusive bargaining agent for all full-time teaching personnel in the college, is presented, covering the period 1987 to 1990. The 11 articles in the agreement set forth provisions related to recognition of the bargaining unit; management rights; grievance procedures, certification of personnel; working conditions, including work load, dismissal, teaching assignments, evaluation procedures, clerical assistance and transfers; salary and benefits; personal and professional leaves of absence; the implementation of the agreement, and resignations; worker's compensation; and the rules governing the agreement. Salary schedules and academic calendars are appended. (BCY)

JC 880 394 ED 297 835

ED 297 835

Master Contract between the Northeast Wisconsia Vocational, Technical and Adult Education District Board, Green Bay, Wisconsia and the Northeast Wisconsia Technical College Faculty Association, August 24, 1967—August 23, 1969.
National Education Association, Washington, D.C.; Northeast Wisconsia Vocational, Technical and Adult Education District, Green Bay.
Pub Date—87
Note—739.
Pub Type—Legal/Legislative/Regulatory Materials (909)
EDRS Price - MP01/PC03 Plus Pestage.
Descriptors—\*Collective Bargaining, \*College Faculty, Community Colleges, \*Contracts, Department Heads, \*Employment Practices, Faculty Promotion, Faculty Workload, Pringe Benefits, Grievance Procedures, Job Layoff, Leaves of Absence, \*Personnel Policy, Released Time, Teacher Dismissal, Teacher Retirement, Teacher Salaries, Tenure, Two Year Colleges, Unions Identifiers—National Education Association, \*NEA Contracts
The collective bargaining agreement between the Northeast Wisconsin Vocational, Technical and Adult Education District Board and the Northeast RIE JAN 1989

Wisconsin Technical College Faculty Association, the sole bargaining agent for all certified personnel teaching at least half time at the college, is presented, covering the period between August 24, 1987 and August 23, 1989. The 11 articles in the agreement set forth provisions related to recognition of the bargaining unit; management rights and responsibilities; salaries and benefits; conditions applicable to teaching duties, including faculty workload, transfers and layoff; the academic calendar; leaves of absence; grievance procedures; the use of facilities; a savings clause; and the duration, scope and extent of the agreement. Three addends include provisions on a field service committee, early retirement and employee insurance. A salary schedule, school calendar and sample evaluation and grievance forms are appended. (BCY)

D 297 836
greement between Area Board of Vocational,
Technical and Adult Education District One and
District One Vocational, Technical Teachers'
Association (WEAC, NEA), July 1985-June
1886. ED 297 836

District Ose Vocational, Technical Teacher' Association (WEAC, NEA), July 1985-June 1986.
Wisconsin Vocational, Technical and Adult Education District 1, Eau Claire.
Pub Date—85
Note—35p.; Part of a collection of collective bargaining agreements compiled by the National Education Association. Small/amudged type may affect legibility.
Pub Type— Legal/Legislative/Regulatory Materials (09%) - MF01/PC02 Plus Postage.
Descriptors—\*Collective Bargaining, \*College Faculty, Community Colleges, \*Contracts, \*Employment Practices, Faculty Promotion, Faculty Workload, Fringe Benefits, Grievance Procedures, Job Layoff, Leaves of Absence, Personnel Policy, Released Time, Teacher Dismissal, Teacher Retirement, Teacher Salaries, Tenure, Two Year Colleges, Unions Identifiers—National Education Association, \*NEA Contracts
This collective bargaining agreement between the Area Board of Vocational, Technical, and Adult Education District One and the District One Vocational, Technical Teachers' Association establishes management; faculty, and union rights and terms of employment for July 1985 to June 1986. The 12 articles in the agreement set forth provisions related to: (1) recognition and rights of the union; (2) management rights; (3) dues checkoff; (4) grievance procedures, (5) working conditions, including seniority, transfer procedures, sommer school, professional standards, retirement policy, teaching assignments and duties, evaluation procedures, and academic freedom; (6) administrative responsibility for informing faculty of special student needs; (7) safety and health; (8) personal and professional leaves of absence; (9) salary and fringe benefits; (10) administrative directives; (11) advisory committee meetings; and (12) rules governing the agreement. A salary schedule and school calendar are appended. (EJV)

ED 297 837 JC 880 397 ollective Bargaining Agreement between Ante-lope Valley Community College and Antelope Valley College Faculty Association, June 13,

Valley College Faculty Association, June 13, 1992.

Antelope Valley Coll., Lancaster, Calif.
Pub Date—13 Jun 83

Note—88p.; Part of a collection of collective bargaining agreements compiled by the National Education Association.
Pub Type—Legal/Legislative/Regulatory Materials (090)

EDBS Price—MPGI/PCO4 Plus Pustage.

Descriptors—°Collective Bargaining, "College Faculty, Community Colleges, "Contracts, "Employment Practices, Faculty Promotion, Faculty Workload, Fringe Benefits, Grievance Procedures, Job Layoff, Leaves of Absence, Personnel Policy, Released Time, Teacher Dismissal, Teacher Retirement, Teacher Salaries, Tenure, Two Year Colleges, Unions Identifiers—National Education Association, "NEA Contracts
The collective bargaining agreement between Antelope Valley Community College and the Antelope Valley College Faculty Association outlines the terms of employment for all full- and part-time certificated employees of the District, covering the period from June 1988 to June 1990. The articles in the agreement set forth provisions related to: (1) parties

to the agreement; (2) recognition of the association; (3) definitions; (4) non-discrimination; (5) personal and professional leaves of absence; (6) rights with respect to personnel records, inclusion in the college directory, political activity, circulation of petitions, and academic freedom; and duties concerned with regular assignments, submission of required reports, reporting attacks by students, meetings, and turning; (7) professional dues/fees and payroll deducints; (8) compensation and related benefits; (9) employee discipline; (10) certificated board policies; (1) distribution of the agreement, copyrights, and contract release; (12) a savings clause; and (13) duration of the agreement. (EJV)

ED 297 838

Master Agreement between Board of Directors of Iowa Valley Community College District (Merged Ares VD and Iowa Valley Community College Education Association/ISEA, 1987-ED 297 838

1998.

Iowa Valley Community Coll. District, Marshall-town, IA.

Pub Date—87

Note—42p.; Part of a collection of collective bargaining agreements compiled by the National Education Association.

received the contraction of contractive carries againing agreements compiled by the National Education Association.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—"Collective Bargaining, "College Faculty, Community Colleges, "Contracts, "Employment Practices, Faculty Promotion, Faculty Workload, Fringe Benefits, Grievance Procedures, Job Layoff, Leaves of Absence, Personnel Policy, Released Time, Teacher Salaries, Tenure, Two Year Colleges, Unions

This collective bargaining agreement between the Board of Directors of the lowa Valley Community College Education Association outlines the terms of employment for all faculty, librarians, and counselors and certain other professional staff at Marnhalltown and Elisworth Community Colleges. The 13 articles in the agreement set forth provisions related to: (1) recognition of the association, scope of the bargaining unit, definitions of terms, contract length, working hours, (2) grievance procedures; (4) seniority; (5) transfer procedures; (6) reduction in force; (7) teacher evaluation; (8) payroll deductions; (9) physical examinations; (10) insurance; (11) aslary; (12) extra duty assignments; and (13) duration of the agreement. (EJV)

JC 880 405

FD 297 839

JC 880 405

McCarroll, Judy Jones, Dennis

Connecticut State Technical Colleges Fact Book, 1987-83.

Connecticut State Board of Trustees for State Technical Colleges, Hartford.

Pub Date—Aug 88

Note—113p.

Pub Type—Reports—Descriptive (141)—Numerical/Quantitative Data (110)

EDRS Price - MF91/PC05 Plus Postage.

Descriptors—Class Size, \*College Faculty, College Graduates, College Transfer Students, \*Educational Finance, \*Enrollment, Earollment Tends, Expenditure per Student, Full Time Equivalency, Income, Job Placement, Minority Groups, State Surveys, Student Characteristics, \*Technical Institutes, Tuition, Two Year Colleges, \*Two Year College Students

Identifiers—\*Connecticut

Current and historical data on the Connecticut State Technical System and its five component campuses are provided in this report. Parts I through III present enrollment data for courses financed through the tuition fund, the extension fund, and both funds combined. Information is provided on headcount and full-time enrollment trends by program and campus, full- and part-time enrollments; class size, student characteristics (i.e., age, sex, ethnicity, and residence); faculty student ratio; and student attrition. For extension fund programs, non-credit and continuing education unit enrollments are also examined. Graduation and placement data are presented in part IV, including degrees and certificates awarded, placement by campus, graduate employment patterns, transfer patterns, and companies employing 1987 graduates. Part V offers data on community college faculty by college, ethnic group, sex, rank, and technology. Finally, part VI presents selected financial data, in-

cluding a summary of tuition and general fund ex-penditures, a statement of income and expenses for the educational extension fund, information on dis-tribution of expenditures, and 7-year comparisons of costs per student, per credit, per contact hour by college. (EJV)

JC 880 406

ED 297 840 JC 880 406 Steinberg, Marian N. Demographic Study and Projection: Faculty and Professional Staff, State Technical Colleges. Connecticut State Board of Trustees for State Technical Colleges, Hartford. Pub Date—8 Note—74p.

ED 297 841

Gallagher, Paul Vancouver Comm 1988-1993, nity College Educational Plan,

JC 880 409

Vancouver Community Coll., British Columbia. Pub Date—Oct 87

Numerouser Community Coll., British Columbia. Pub Date—Oct 87
Note—429.
Pub Type—Reports - Descriptive (141)
EDRS Price - MF91/PC02 Pins Postage.
Descriptors—College Instruction, "College Planning, College Programs, Community Colleges, Poreign Countries, Futures (of Society), "Instructional Improvement, Intercollegiste Cooperation," Long Range Planning, "Organizational Objectives, Two Year Colleges
Vancouver Community College's (VCC's) educational plan for 1988-93 is set forth in this document. First, an outline is presented of VCC's current planning initiatives, including efforts related to controlled earollment expansion, the demand for part-time studies, instructional quality, facility expansion, instructional innovation, management development, and internal communications. Next, a statement is presented, confirming VCC's continued commitment to internstitutional and intersystem cooperation, entrepreneurial initiatives with private sector partners, international and international activities. In the next section, enrollment-oriented planning considerations are discussed, which include overall programmatic stability, improvements in the viability and quality of the two-year arts and sciences program, increased seeds for English as a Second Language and literacy training, and other anticipated changes. Discussions of instructional and facilities (quipment considerations are followed by comments on VCC's relations with the Native Education Centre in Vancouver and the British Columbia institute of Technology. Appendixes provide supporting data in graphs and tables; a summary of the major findings of an environmental scan; reports on issues related to instructional program reviews, international education, the Cana-

dian Jobs Strategy, and VCC's performance measured against previous educational plans; and a chart showing directions and initiatives planned for 1987-93. (EJV)

ED 297 842 JC 880 410

Gallagher, Paul
Community Colleges in Canada: A Current Profile.
Association of Canadian Community Colleges.
Pub Date—Oct 87

Pub Date—Oct 87

Note—21p.; Paper presented at the Canadian National Forum on Post Secondary Education (Saskatoon, Saskatchewan, October 25-28, 1987).

Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Community Colleges, "Educational Trends, Foreign Countries, "Governance, Institutional Characteristics, Labor Relations, National Surveys, Two Year Colleges
Identifiers—"Canada
An overview is provided of the community colleges."

Trenda, Foreign Countries, "Governance, Institutional Characteristics, Labor Relations, National Surveys, Two Year Colleges Identifiers—"Canada
An overview is provided of the community college sector of Canadian post-secondary education. The first section points out the characteristics shared by the wide range of institutions termed "community colleges," indicating that: (1) they are public institutions with low or no tuition for conventional full-time students; (2) they are products of provincial legislation and function as components of provincial legislation and function as components of provincial post-secondary systems; (3) they offer diplomas, certificates, and other credentials, but are not degree-granting institutions; (4) they are known for their diversity of programming; (5) a growing proportion of community college activity involves skill upgrading and retraining of current members of the workforce; (6) admissions requirements differ by program; (7) students tend to be older than university undergraduates; and (8) the colleges are actively involved in the transfer of technology to the workforce. The next section offers brief descriptions of the community college systems operating in each province, noting that in all there are 200 community colleges or allied postsecondary institutions in Canada. The scale of the community colleges sector is assessed next in terms of enrollments (i.e., approximately 500,000 full-time and over 1,500,000 part-time students); and numbers of faculty, administrative and support personnel, and citizens serving on college boards and advisory committees. The next sections examine college governance structures, relations with the provincial and state government, and unionization and labor relations within the colleges. Information on funding is provided mext, indicating that the community colleges accounted for 9% of the total educational expenditures in Canada in 1984-85, with the three layers of government contributing 84% of direct college funding. The final sections identi

## PS

ED 297 843 PS 016 788

ED 297 843
Brumberger, L. Sheldon Wynn, Ruth L.
Identity Constancy: A Cognitive Developmental
Analysis of Children's Understanding of Family
Identity and Diverce.
Pub Date—May 87
Note—11p.; Paper presented at the Annual Symposium of the Jean Piaget Society (17th, Philadelphis, PA, May 28-30, 1987).
Pub Type—Reports - Research (143) — Speeches/
Meeting Papers (150)
EDRS Price - MP61/PC01 Plus Postage.
Descriptors—Age Differences, "Children, "Cognitive Development, Comparative Analysis, "Comprehension, "Developmental Stages,
Developmental Tasks, "Divorce, "Family Structure

ture dentifiers—\*Noncustodial Parents, Piagetian

Identifiers—\*Noncustodial Parents, Prageum. Tasks
A total of 100 children from divorced and separated families were compared with 100 children from intact families in this investigation of ways in which children handle the concepts of family membership and relationships. Children were given two social and two physical tasks: a family identity task; Piaget's interview for determining the definition of a family; standardized questions about the judgment of right and left relations; and conservation problems involving the transformation of clay balls. Grouped by age, subjects were between 3 and 12

years old. Findings indicated that cognitive devel-opment was unaffected by family dissolution. Con-sistent with Piagetian theory, age was statistically significant at the .0001 level for each task. No other differences were found. Over half the children in the differences were found. Over half the children in the two youngest age groups did not include their non-custodial fathers as members of their families. Mid-level children grounded their inclusion or exclusion of noncustodial parents in those parents' intentions to continue or not continue being a parent. Children between 9 and 12 maintained the constancy of identity of family members and included noncustodial fathers as family members. Stage increases in annity tasks were accompanied by stage increases in physical tasks. It is concluded that a Piagetian approach to understanding family concepts may clarify some difficulties children have in understanding divorce and separation. (RH)

ED 297 844

PS 017 321

Bustos, Putrick D.
Teen-Age Pregnancy Legislation in the States.
National Conference of State Legislatures, Denver, CO

CU.
Report No.—ISBN-1-55516-184-7
Pub Date—Apr 88
Note—18p.
Journal Cit—State Legislative Report; v13 n12 Apr

Note—18p.

Journal Cit—State Legislative Report; v13 n12 Apr
1988

Pub Type—Reports - Research (143) — Collected
Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—\*Adolescents, "Early Parenthood,
Educational Legislation, Financial Support, National Surveys, "Pregnancy, Public Health Legislation, "State Legislation, "State Programs,
Statewide Planning
Examined are recent legislative initiatives related to the problem of adolescent pregnancy and parenting. A 50-state survey was conducted by the National Conference of State Legislatures (NCSL), and each state's legislative research agency provided information on bills and acts from the 1986 and 1987 legislative seasions, as well as programs and task force activity related to teenage pregnancy. Results of the survey indicated that recent legislative initiatives were addressing all areas of the problem. A total of 35 states introduced teenage pregnancy legislation in 1987, compared to 23 in 1985. While only 9 states had enacted teenage pregnancy legislation. Legislative task forces to study teenage pregnancy have been proposed in nearly one-fourth of the states. Funding from the state legislatures for adolescent pregnancy programs is also increasing. It is concluded that if current trends continue, the growing number of state public policy strategies will provide new models for interested legislators across the country. The document includes descriptive information concerning project areas of the NCSL'a Children, Youth, and Families Program, particularly the Teenage Pregnancy Project. (RH)

ED 297 845

PS 017 389

PS 017 389

ED 297 845
Paulson, Sharon E. Hill, John P.
Perceived Closeness and Parent-Calld Relations in
Families of Seventh-Graders.
Pub Date—Mar 88
Note—8p.; Paper presented at the Biennial Meeting
of the Society for Research on Adolescence (2nd,
Alexandria, VA, March 25-27, 1988).
Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Adolescents, "Childhood Attitudes,
"Family Relationship, Grade 7, Group Unity, Junior High Schools, "Parent Attitudes, "Parent
Child Relationship, Psychological Studies, Social
Cognition

Child Relationship, Psychological Studies, Social Cognition
A study of relations between perceived closeness and the level of biological maturation of male and female seventh-grade students sought additional support for empirical differentiation between closeness and acceptance. The study also investigated the relation of perceived closeness to parents' reports of satisfaction with parenting, children's participation in family activities, and disagreements over rules. Subjects were 100 male 7th-grade students, 100 female 7th-grade students (each of whom was the oldest child and lived with both natural parents) and their parents. Testing occurred in the families' homes. The parents' questionnaire consisted of a closeness scale, a parental satisfaction scale, a participation in family activities scale, and a disagreements.

ment over rules scale, while the children's question-naires included a closeness scale and an acceptance scale. Results indicated that relations between par-ent-reported family behaviors and perceived close-ness were similar to those found with acceptance alone, but were present even after acceptance was controlled. The implication of this finding is that research based on reports of closeness (as opposed to acceptance) is necessary, because only reports of closeness accurately tap both parents' and chil-dren's perceptions. (SKC)

ED 297 846

PS 017 448

Fadden, Constance Joan
A Research Report on Essential Factors Germane
to a Child's Readiness for First Grade.
Pub Date—Aug 88
Note—16p.
Pub Type—Opinion Papers (120) — Reports - Re-

Pub Type— Or search (143)

Note—16p.
Pub Type—Opinion Papers (120) — Reports - Research (143)
EDRS Price - MF91/PC01 Plus Postage.
Descriptors—"Definitions, Grade 1, "Identification, Individual Differences, Kindergarten Children, "Parent Role, Preschool Children, Primary Education, "School Readiness, "Screening Tests, Stress Variables, "Student Placement
This report offers answers to four basic questions about children's readiness for school: (1) What does being ready for school mean? (2) How can practitioners best identify and assess readiness? (3) How important is readiness? and (4) How do children who are neady get ready, and how do children who are not yet ready become ready? It is argued that readiness should be viewed as a continuum. Few children are completely ready or unready upon entering school. Because readiness is a combination of many factors, no single factor should be used to determine readiness. Assessment should involve readiness scores, classroom behavior, emotional development, and parental input, as well as the child variables of curiosity, determination, admotivation. Fairly simple readiness tests are available for use in assessing readiness. These include the Gesell Pre-chool and School Readiness Tests and the Metropolitan Readiness Test. Readiness is important because children "overplaced" in educational settings may experience organismic strain, stress, and developmental difficulties. They may become reluctant learners. Parents play an important role in promoting their children's readiness by providing opportunities to explore new environments and develop vocabulary in an atmosphere rooted in love, fun, and the absence of anxiety. (RH)

ED 297 847 PS 017 452

Jarris, Carolyn And Others
Shaping the Future: Teaching Our Youngest Students, Research Brief #2.
New York City Board of Education, Brooklyn. Office of Educational Assessment.

fice of Education Pub Date-Jun 88

Note—9th Note—9th Journal Cit—Research Brief: An O.E.A. Bulletin Linking Research with Educational Practice; n2 Jun 1988

Jun 1988
Pub Type— Opinion Papers (120) — Collected
Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Billingual Education, Class Size,
"Early Childhood Education, Educational Planning, "Educational Policy, Educational Pranning, "Educational Policy, Educational Pranring, "Educational Policy, Educational Pranring, "Education," Policy, Educational Pranring, "Education," Policy, Educational Pranring, "Elementary School Curriculum, "Inservice
Teacher Education, Parent Participation," Program Implementation
Identifiers—"New York (New York)
New York City has implemented all-day kinder-

gram implementation identifiers—"New York (New York). New York City has implemented all-day kindergarten programs, reduced the size of primary gradic classes, and proposed that the public schools provide pre-kindergarten programs for 4-year-olds by 1989. In the process of program implementation, much has been learned about large-scale efforts aimed at young children. It is known that simply realigning resources does not guarantee positive results. In the future, as new programs are implemented, several questions must be answered: (1) How can a school system best marshall its resources to strengthen early childhood education? (2) What kinds of efforts are likely to pay off? (3) Which strategies are unlikely to succeed? and (5) Which strategies are counterproductive? By drawing upon the Office of Educational Assessments' evaluations of recent early childhood initiatives, this research brief adresses the questions and reviews nationwide research. Particular attention is paid to curriculum and professional development. Findings that are rel-

evant to policy formation are highlighted and strate-gies for planning early childhood initiatives are sug-gested. (RH)

ED 297 848

PS 017 454

Health Education Protocols for Providers of Parent-Health Education. Subject: Children from Birth to 6 Years of Age and Parent Health Education Checklists.

Marin County Dept. of Health and Human Services, San Rafael, CA.

Pub Date-83

Pub Date—83 Note—207p.; Printed on colored paper. Pub Type— Guides - Non-Classroom (055) EDRS Price - MF01/PC09 Plus Postage.

Note—207p.; Printed on colored paper.
Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—Accident Prevention, Age Differences, Check Lists, \*Disesses, \*Educational Objectives, Educational Prevention, Age Differences, Check Lists, \*Disesses, \*Educational Objectives, Educational Resources, Guidelines, Heath Education, \*Learning Activities, Nutrition, Parent Education, \*Parenting Skills, Safety, Self Care Skills, Sleep, \*Young Children Identifiers—Child Health, \*Child Health Care, Crying, \*Developmental Assessment
Intended for providers of health education for parents of children from birth to 6 years, these protocols offer guidelines for 11 well-child visits. The schedule of visits is based on the periodicity schedule of well-child visits used by pediatricians with the Child Health and Disability Prevention Program. The color-coded protocols provide five categories of information: (1) educational objectives related to client outcomes; (2) age group covered; (3) category of content information, such as feeding, sleep patterns, and accident prevention; (4) method and content of staff activities; and (3) suggested materials and resources for use in instruction. One protocol is provided for each of the following ages: birth to 1 month, 1 and 2 months, 3 and 4 months, 5 and 6 months, 7 through 15 months, 16 through 23 months, 2 years, 3 years, and 4 through 5 years. Each profile provides information about physical and mental assessment, accident prevention and safety practices, Years, 2 years, and 4 through 5 years. Each profile provides information about physical and mental assessment, accident prevention and safety practices, feeding, personal care, elimination, sleep patterns, care for illness, and parenting. The first four profiles provide information about physical and mental assessment, accident prevention and safety practices, feeding, personal care, elimination, sleep patterns, care for illness, and parenting. The first four profiles provide information about physical and me cate their foremost concerns. A sample profile for prenatal parent education is appended. (RH)

ED 297 849 PS 017 458

ED 297 849

Nurmi, Jari-Erik

Parent-Child Interaction and Adolescents' Future
Orientation: The Effects of Age and Sex.

Pub Date—Jun 88

Note—9p.; Paper presented at the European Conference on Developmental Pychology (3rd, Budapest, Hungary, June 15-19, 1988).

Pub Type—Speeches' Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Adolescents, "Attitude Change, Family Relationship, Foreign Countries, "Long Range Planning, "Parent Child Relationship," Parent Influence, "Parent Role, Psychological Studies

Range Planning, "Parent Child Relationship, "Parent Influence, "Parent Role, Psychological Studies Identifiers—Finland

A number of studies have shown that parent-child interaction influences the manner in which adolescents see their future. In an investigation designed to determine whether this influence varies according to the child's age and sex, 57 Finnish adolescents were interviewed at ages 11 and 15 about their hopps for the future. The internality, optimism, complexity of plans, and level of their realization were estimated from the answers. In addition, adolescents filled out questionnaires measuring the degree of parental control and amount of family discussion. Results showed an evident age and sex-related pattern in the influence of parent-child interaction on adolescents' future orientation. Parental control measured at age 11 decreased internality, optimism, and planning activities at ages 11 and 15, especially among girls. But parental control measured at age 15 did not influence adolescents' thinking, in contrast, family discussion, particularly at age 15, increased levels of optimism, planning, and realization. Two tables are appended. (Author/SKC) thor/SKC)

ED 297 850 PS 017 4 Primary Education in the United Kingdom Project No. 8: "Innovation in Primary Educa-tion." PS 017 472

cil for Cultural Cooperation, Strasbourg

Report No.—DECS/EGT-87-4-rev
Pub Date—10 Jun 88
Note—16p.; For other reports on this project, see
ED 295 745-751 and PS 017 473-474.
Pub Type—Reports - Descriptive (141)
EDRS Price - MF91 Plus Poetage. PC Not Available from EDRS.
Descriptors—Annotated Bibliographies, Class Size, Developmental Continuity, "Educational Objectives, "Educational Research, "Educational Responsibility, "Educational Trends, "Elementary Education, Elementary School Curriculum, Foreign Countries, Grouping (Instructional Purposes), Parent School Relationship, Policy Formation, "Public Schools, School Community Relationship, School Schedules, Student Evaluation, Teacher Education
Identifiers—England, Northern Ireland, Scotland, "United Kingdom, Wales
The three sections of this report on primary education in the United Kingdom provide basic information, discuss problems and trends, and describeration, differences in the education of primary education in the United Kingdom provide basic information, discuss problems, and the properties, and (10) institutional links between primary school pupils and teachers, (4) grouping of pupils and official class sizes, (5) lengths of the primary phase of education, and the school day, week, and year, (6) major areas of the curriculum; (7) methods of pupil assessment; (8) teacher education; (9) available support services; and (10) institutional links between primary school, pupils and teachers it was an open described and an an

ED 297 851 PS 017 473 Primary Education in Iceland, Project No. 8: "Innovation in Primary Education." Council for Cultural Cooperation, Strasbourg

Council for Cultural Cooperation, Stransoning (France).

Report No.—DECS/EGT-84-91-rev

Pub Date—16 May 88

Note—9p., For other reports on this project, see ED 295 745-751 and PS 017 472-474.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage, PC Not Available from EDRS.

Descriptors—"Educational Change, "Educational Objectives, "Educational Responsibility, "Educational Objectives, "Educational Responsibility, "Educational Trends, "Elementary Education, Elementary School Curriculum, Foreign Countries, "Public Schools, School Schedules Identifiers—"Iceland

This report on primary education in Iceland contributions of the Public Schools, School Schedules Identifiers—"Iceland

Identifiers—"Iceland
This report on primary education in Iceland contains three sections which briefly describe: (I) aims, organization, and content; (2) changes in Icelandic schools in the last I0-15 years; and (3) educational trends and developments. Section I overviews preshool and elementary school programs through grade 6. Section II indicates changes accompanying the enactment of comprehensive education and problems facing Icelandic educators. Section III characterizes development of education in Iceland during the last decade as a period of almost unprecedented growth. (RH)

ED 297 852 PS 017 474 Primary Education in Malta, Project No. 8; "Innovation in Primary Education." Council for Cultural Cooperation, Strasbourg

(France).

Report No.—DECS/EGT-86-30-rev

Pub Date—17 Jun 88

Report No.—DECS/EGT-86-30-rev Pub Date—17 Jun 88 Note—10p.; For other reports on this project, see ED 295 745-751 and P8 017 472-473. Pub Type—Reports - Descriptive (141) EDRS Price - MP01 Plus Postage. PC Not Avail-

EDRS Price - MP01 Plus Postage. PC Not Avail-able from EDRS.

Descriptors—"Educational Innovation, Educ-tional Objectives, "Educational Trends, "Eleme-tary Education, Elementary School Curriculus Foreign Countries, "Kindergarten, Parent Scho Relationship, "Public Schools, "Special Educ-tion, Student Evaluation, Teacher Education Identifiers.—"Malts.

Elementary education in Malta is briefly discussed in terms of: (1) recent innovative developments; (2) Malta's education system; and (3) areas of innovation in primary schools. Section 1 concerns compulsory education and special education in primary schools. Section 2 discusses the expansion of kindergarten education and the organizational structure of primary education. Section 3 covers the primary school curriculum, the structure of classes, pupil sessesament and promotion policy, teacher education, in-service teacher education, the role of school inspectors, school-home communication, and the main objectives of innovation in primary education on Malta. (RH) cation in Malta is briefly dis-

ED 297 853

PS 017 478

Sevigny, Karen Extended Day Kindergarten Program. Longitudi-nal Study: 1983-84 through 1985-86. Detroit Public Schools, Ml. Dept. of Evaluation and

Testing.
Pub Date—Jul 87
Note—20p.; For the third study in this series, see PS
017 479.

Note—20p.; For the third study in this series, see PS 017 479.
Pub Type—Reports - Research (143)
EDRS Prise - MFBU/PO1 Plas Postage.
Descriptors—"Academic Achievement, "Attendance, Comparative Analysis, "Elementary School Students, "Extended School Day, Grade Repetition, Kindergarten, "Kindergarten Chidren, Longitudinal Studies, "Outcomes of Education, Primary Education, Program Effectiveness Identifiers—Education Consolidation Improvement Act Chapter 1, "Michigan (Detroit)
This longitudinal study, which is second in a series of reports on the Detroit Public Schools' Extended Day Kindergarten (EDK) Program, investigated effects of the program on students as they wenthrough elementary school. Participants were randomly selected groups of students who were provided EDK experisaces and, for comparison purposes, randomly selected students who attended a traditional kindergarten and received Chapter I services. Reported here are findings for students elected in kindergarten in 1983-84 and 1984-85.
These students were in primary grades 2 and 1, selected in kindergarten in 1983-84 and 1984-85. These students were in primary grades 2 and 1, respectively, during the 1985-86 school year. Achievement data for both groups were obtained from final report cards and scores on the Assessment of Basic Curriculum Skills reading and mathematics subscales. Data were also gathered on number of days absent, compensatory education services received, and retention in grade. Achievement data indicated that in grade 2, experimental (EDIS) students scored significantly higher than controls on both test results and report cards. No difference was found between experimental and control groups in grade 1. There was no difference between groups in attendance. More experimental than control students were retained in grade 1 in the 1985-86 school year. Recommendations for continuing the study are offered. (RH)

ED 297 854

PS 017 479

Savigny, Karen
Extended Day Kindergarten Program, Longitudi-nal Study: 1983-84 through 1986-87.
Detroit Public Schools, MI. Dept. of Evaluation and

sal Stady: 1933-34 through 1986-87. Detroit Public Schools, Ml. Dept. of Evaluation and Testing. Pub Date—87
Note—29p.; For the second study in this series, see PS 017 478.
Pub Type— Reports - Research (143)
EDRS Price - MF91/PC02 Plus Pestage.
Descriptors—"Academic Achievement, "Aitendance, Comparative Analysis, "Elementary School Students, "Extended School Day, Grade Repetition, Kindergarten, "Kindergarten Children, Longitudinal Studies, "Outcomes of Education, Primary Education, Program Effectiveness Identifiers—"Michigan (Detroit)
Third in a series investigating the effects of the Detroit Public Schools' Extended Day Kindergarten (EDK) Program on students as they progress through elementary school, this report presents longitudinal data on randomly selected experimental (EDK) and control (traditional kindergarten) groups who were in kindergarten during 1983-84, 1984-85, and 1985-86. These phase A, B, and C students were in grades 3, 2, and 1, respectively, during the 1986-87 school year. Achievement data were gathered from reading and mathematics test results and from final report cards. Also investigated were: days absent, compensatory education service received, and retention in grade. Results of grade 1 report cards and achievement tests administered to

phase A, B, and C students indicated no differences between EDK and traditional groups. Phase A EDK students scored significantly higher on grade 2 reading and nuathematics tests and had significantly higher report card marks in language arts and mathematics than did the non-EDK group. Third grade data available for the phase A group in 1986-87 revealed that the EDK group continued to significantly outperform the control group on achievement tests. No difference in language arts report card marks were found in grade 3, but the EDK group had significantly higher third grade marks in mathematics. Compared to controls, EDK students had significantly better attendance in third grade. (RH)

ED 297 855

PS 017 482

McNamara, Thomas Some Recommendations for the Next Generation of Early Childhood Programs in Philadelphia. A

Some Recommendations for the Next Generation of Early Childhood Programs in Philadelphia. A Position Paper.
Pub Date—Nov 87
Note—29p.
Pub Type— Opinion Papers (120)
EDRS Pries - MF01/PC02 Plus Postage.
Descriptors—"Community Programs, "Early Childhood Education, "Educational Policy, Futures (of Society), "Models, Program Development, Program Effectiveness, "Social History Identifiers—"Pennsylvania (Philadelphia)
This three-part paper develops a position on early childhood education in Philadelphia that is based on historical development and policy analysis. Reference points used throughout the discussion are Clube's (1948) concepts of policy-in-intention, policy-in-action, and policy-in-experience. Part 1, which focuses on the past, briefly reports on the history of the city's program efforts and highlights the policy implications of those efforts. Attention is given to cultural forces, values, and moral considerations relative to the city's early childhood history. Philadelphia is shown to have been a national leader in every type of early childhood activity. Sub-topics include developmental and academic philosophy, and the wide range and effectiveness of the programs. Part 2, which concerns the present, employs material from the professional literature to put developments in a broader context. The evidence indicates that the city continues to provide comprehensive coverage while at the same time being responsive to new demands, data, and policies. Particular attention is given to the alignment of Philadelphia's practices with the emerging model of effective early intervention. With a view toward the future, part 3, discusses six recommendations for the city's future early childhood programs and indicates benefits to be derived from a new early childhood structure. (RH) hood structure. (RH)

ED 297 856
PS 017 484
Unacceptable Trends in Kindergarten Entry and
Placement: A Position Statement.
National Association of Early Childhood Specialists
in State Departments of Education.
Pub Date—87
Note—18p.; This position statement was adopted at
the Annual Meeting of the National Association
of Early Childhood Specialists in State Departments of Education (Chicago, IL, November 11,
1987). 1987).

ments of Education (Chicago, IL, November 11, 1987).

Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrator Role, Curriculum,
\*Educational Practices, Educational Quality,
\*Educational Practices, Educational Quality,
\*Educational Prends, \*Failure, Grade Repetition,
Grouping (Instructional Purposes), \*Kindergarten, \*School Entrance Age, \*Student Placement,
Teacher Role, Test Use
Several current educational practices have narrowed the kindergarten and primary grade curriculum, constricted equal educational opportunity, and curtailed the exercise of professional responsibility of early childhood educators. In response to these trends, the National Association of Early Childhood Specialists in State Departments of Education has developed the following six principles to guide kindergarten entry and placement: (1) Kindergarten teachers and administrators guard the integrity of developmentally appropriate programs for young children by resisting pressure for acceleration of narrowly focused, skille-based curricula. (2) Children are enrolled in kindergarten based on their legal right to enter. Families are not counseled to delay children's entrance. (3) Kindergarten teachers and administrators are informed about measurement techniques and are involved responsibly in

their use; they do not defer measurement decisions solely to psychometricians and test publishers. (4) Retention is rejected as a viable option. (5) Any tests used at kindergarten entrance are valid, reliable, and helpful in initial program planning and information-sharing with parents; they are not used to create barriers or to sort children. (6) All children are welcomed as they are into heterogeaeous kindergarten settings. Concluding discussion argues that practitioners cannot uphold practices and programs predicated on failure. (RH)

PS 017 485 A Longitudinal Study of the Consequences of Full-Day Kindergarten: Kindergarten through Grade Eight. Evansville-Vanderburgh School Corp., Ind.

Pub Date-

Note—168p. Available from—Evansville-Vanderburgh School Corporation, 1 S. E. Ninth St., Evansville, IN 47708 (\$15.00).

Pub Type— Reports - Evaluative (142) EDRS Price - MF01 Plus Postage. PC Not Avail-

EDRS Price - MF01 Plus Postage, PC Not Available from EDRS.
Descriptors—Comparative Analysis, Elementary Education, "Elementary School Students, Junior High Schools, "Junior High School Students, "Kindergarten, Longitudinal Studies, News Reporting, "Outcomes of Education, "Program Effectiveness, Program Evaluation, "Time Factors (Learning)

(Learning)
Identifiers—Full Day Programs, Half Day Programs, Indiana (Evanaville), News Stories Indiana's Evanaville-Vanderburgh School Corporation began full-day, everyday kindergarten in four schools in the 1978-1979 school year. In 1980, an evaluation of the effectiveness of the first two years of full-day kindergarten was published. A longitudinal study of the effectiveness of full-day kindergarten, including information concerning grades one through four, was issued in 1983. This report sumarizes the earlier two studies, adds information about grades five through eight, and ties together the various strands and grade-level results to determine the consequences of full-day kindergarten. the various strands and grade-level results to determine the consequences of full-day kindergarten. The purpose of the study was to determine whether the students who completed full-day, everyday kindergarten in 1979 or 1980 obtained long-term benefits. These students were compared with students in half-day programs. Data were collected from standardized tests, report cards, school records, questionnaires, and interviews. Included in the report are approximately 20 pages of copies of newspaper stricles concerning implementation of full-day kindergarten in Evansville. Articles reveal the high degree of interest in starting the full-day program. Concerns focus on student achievement, parent and teacher acceptance, attitudes, self-concept, attendance, participation in school activities, burnout, and content of the school day. (RH)

ED 297 858 PS 017 486 ED 297 858
PS 017 486
Parents as Partners: Planning Early for Your
Children's School Success and Callege Attendance = Los Padres como Socios: Planificando
para el Exito Escolar y la Asistencia al Colegio
de Sas Ninos.
California State Dept. of Education, Sacramento,;
California State Univ., Long Beach.; California

Univ., Berkeley.

UMV., Berkeiey.
Pub Date—88
Note—24p.
Language—English; Spanish
Pub Type—Guides - Non-Classroom (055) — Multilingual/Bilingual Materials (171)
EDRS Price - MIPUI Plus Postage. PC Not Avail-

tilingual/Bilingual Materials (171)
EDRS Price - MF01 Flus Postage, PC Not Available from EDRS.
Descriptors—"Academic Achievement, College Admission, Elementary School Students, Elementary Secondary Education, Graduation Requirements, "High School Students, Kindergarten Children, "Parent Influence, "Parent Participation, Student Financial Aid Identifiers—California, "Parents as Teachers Presented in both the English and Spanish Language versions is a booklet which describes what parents can do at home and in the school to support and encourage their children's success in school and college. Discussion emphasizes the extent to which parents influence their children's academic success. Several things that parents can do at home on a daily basis when their children are in prekindergarten, the elementary grades, junior high, and high

school, are described. Concluding remarks list high school graduation and college entrance require-ments, provide financial aid information, and sug-gest ways in which parents can help children by becoming involved with them in school. (RH)

PS 017 487 ED 297 859

ED 297 859

Anthony, Margaret And Others

Serving Connecticut's Four-Year-Old Children and Their Families: Establishing the Infrastructure. A Report of the Committee on Four-Year-Olds, Their Families: Establishing the Infrastructure. A Report of the Committee on Four-Year-Olds, Their Families and the Public Schools.

Connecticut State Dept. of Education, Hartford. Pub Date—Sep 86

Note—66p.

Pub Type—P ports - Descriptive (141)

EDRS Price - MPBI/PC03 Plus Pestage.

Descriptors—Advocacy, Agency Cooperation, "Data Collection, "Demonstration Programs, "Educational Needs, Family School Relationship, "Preschool Education, Program Descriptions, State Programs, "Teacher Certificatios, Technical Assistance, "Training Identifiers—"Connecticut

In 1985-1986, the mission of Connecticut's Committee on Four-Year-Olds, Their Families, and the Public Schools was to develop strategies to alleviate structural and systematic problems that could diminish the success of expanded early intervention efforts in the state. This report of the yearlong effort begins with a review of the committee's work in 1984-1985. A description of the committee's mission and organizational structure follows. Work of the committee is described in terms of problems that need analysis and problems that are ready for action are public information and needs; (3) credentialing; and (4) effective strategies for promoting home-school communications. Problems ready for action are public information and advocacy, interagency collaboration, and the development of an early childhood data base. The report concludes with a synopsis of recommendations directed to the State Department of Education in conopment of an early childhood data base. The report concludes with a synopsis of recommendations directed to the State Department of Education in conjunction with other agencies serving young children and their families. Appended are facts and principles of the 1984-1985 report, lists of committee membership and contract consultants, the model employer report, the training and technical assistance report, and, extensively, plans for credentialing-retraining and home-school linkage. (RH)

ED 297 860 PS 017 489 Latchkey Before and After School Childcare: How To Start a Before and After School Child Care

Alaska State Dept. of Education, Juneau. Spons Agency—Alaska State Dept. of Com-and Regional Affairs, Juneau. Pub Date—19 Jun 87

and Regional Affairs, Juneau.
Pub Date—19 Jun 87
Note—21p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Check Lists, "Extended School Day,
Guidelines, "Latchkey Children, Models, "Program Administration, "Program Implementation,
Records (Forms), "School Age Day Care,
"School Role
Lightiffers." Alasks.

Records (Forms), \*School Age Day Care, \*School Role
Identifiers—\*Alaska
This guidebook begins with a definition of the term "latchkey," which is followed with guidelines for Alaskans interested in starting a program for latchkey children. Discussion focuses on: (1) surveying parents; (2) determining costs; (3) planning pance; (4) developing a culturally sensitive curriculum that is responsive to the special problems of school-age children; (5) hiring staff; (6) describing jobs and limiting staff turnover; (7) training staff; (8) obtaining insurance; (9) becoming licensed through the Alaska Department of Health and Social Services; (10) obtaining certification through the Alaska Department of Education; and (11) conducting program evaluation and monitoring. A sample parent survey form, a checklist for use in organizing a program, a sample budget, and a year-long staff training schedule are included in the text. The concluding section contains brief discussions of a few model latchkey programs in Alaska and federal legislation authorizing funds for school-age child care programs. A list of resource agencies, associations, and publications is also provided. (RH) ded. (RH)

ED 297 861 RIE JAN 1995

PS 017 490

Raup, Alfred. Jr. MacQuarrie, Duncan Remediation Assistance Program: Annual Report and Evaluation, 1986 (Grades 2-6 and Grades 7-9). Washington State Legislature, Olympia. Pub Date—Jan 87

Pub Date Note

Washington State Legislature, Olympia.
Pub Dato—Jan 87
Note—42p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MP01/PC02 Plus Postage.
Descriptors—\*Academic Achievement, Black
Youth, \*Compensatory Education, Educational
Needs, Elementary Education, "Elementary
School Students, Junior High Schools, \*Junior
High School Students, Low Achievement, Frogram Evaluation, \*Remedial Programs, State Programs, \*Student Improvement, Teacher Aides
Identifiers—Remedial Intervention, Remediation
Assistance Program, Washington
An expanded Remediation Assistance Program
designed to serve students with basic skills deficiencies in reading, mathematics, and language at grades
2-9 was funded by the 1984 Washington State Legislature. During the 1985-56 school year, programs
were operated in 271 of the state's 298 school districts and served over 28,000 students. A majority
of funds allocated to districts was used to support
certificated teacher and noncertificated teacher aide
positions. Over 50 percent of students served received assistance in mathematics, while about 40
percent were given additional help in reading. Most
students received their additional remedial instruction in a "limited pull-out" model, and most of the
remaining students were served with an in-class
model. Student achievement showed modest but
meaningful gains when measured from fall-to-spring
for reading, mathematics, and language. Gains associated with spring-to-spring assessments were consistent but somewhat smaller. Analysis of the
Washington Statewide Assessment Program data
from the fall of 1985 showed large numbers of
low-scoring students were especially severe. Related
materials, such as relevant sections of the Washington
Administrative Code, are appended. (RH)

ED 297 862 PS 017 491

ED 297 862

PS 017 491

Murphy, Sharon T.

Sex Equity/Inequity in Teacher-Child Interaction in Day Care Classrooms.

Pub Date—[36]

Note—20p.

Pub Type— Reports - Research (143)

EDBS Price - MFDI/PCDI Plus Pestage.

Descriptors—Child Caregivers, Classroom Research, "Day Care, Early Childhood Education "Feedback, Interaction Process Analysis, "Preschool Children, "Sex Bias, "Sex Differences, Sex Fairness, "Teacher Behavior

Identifiers—INTERSECT Observation Form The differential treatment of boys and girls interacting with teachers in day care settings was investigated in this study. Participants were 14 males and 14 female teachers and their 268 students (134 boys and 134 girls) in licensed day care centers located in an urban setting. The oldest toddler class of 2-through 3-year-olds, and a preschool class of 3-through 4-year-olds, of each teacher were observed twice over a 3-week interval. The Interactions for Sex Equity in Classroom Teaching (INTERSECT) Observation Form was used. It was found that teachers in day care classrooms most frequently employed praise when they gave feedback to children. The second most prevalent type of feedback was remediation. Acceptance and criticism were seldom employed. Boys engaged in more interactions with their teachers than did girls. Boys were criticized more often for misbehavior, and also received more remedial feedback for this problem. It was concluded that teachers in day care classrooms interactions with theys and girls in different ways, and that the differential treatment of boys and girls exists in the type, amount, and distribution of interaction between teachers and children. (RH)

E.U 297 863 PS 017 492 Kinderparten. Student Learning Objectives, Suggested Activities, and Assessment Procedures. 1967-48.

gested Activities, and Assessment Procedures. 1967-48.
Seattle Public Schools, Wash.
Pub Date—Mar 87
Note—149.
Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF61/PO91 Plus Postage.
Descriptors—\*Educational Objectives, Elementary

School Curriculum, "Kindergarten, "Language Arts, "Learning Activities, "Mathematics Instruction, Primary Education, Public Schools, "Reading Instruction, Student Evaluation Identifiers—"Washington (Seattle)
This packet provides the Seattle public schools' kindergarten learning goals and objectives for the curriculum areas of mathematics, reading, English and language arts for the 1987-88 school year. Four reading goals, five English and language arts goals, and six mathematics goals are further specified in terms of student learning objectives, suggested learning activities for each objective, and ways of assessing student attainment of the objective. A class record form for teachers is provided. (RH)

McMurrain, Marsha Kaufman McMurrain, T.
Thomas PS 017 494

desearch Applications of a Computerized Child Development Management Information Data

Base.
Pub Date—[87]
Note—8p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors— Agencies, "Child Development, "Data Processing, "Management Information Systems, "Microcomputers, "Research Opportunities

Systems, "Microcomputers, "Research Opportunities
Identifiers—"Computer Managed Information
The emergence of microcomputer-based management information system (MIS) software for child development programs offers new opportunities for action research, process evaluation, and outcome assessment. Factors such as program effectiveness, quality of service, management efficiency, community networking, and demographics can be investigated while services to individuals are recorded and tracked. The article first offers examples of some agencies using their MIS data base to answer research questions. Secondly, it describes conceptual considerations relevant to the use of computerized information for research. These considerations coercen: (1) the nature of these considerations coercen: (1) the nature of the information base; (2) implications of different forms of data elements for retrieval; (3) ad hoc queries of information in a relational data base; and (4) specialized data retrieval through variable listing. Finally, special characteristics of single agency studies and multi-agency research originating from a management data base are tashilighted. It is concluded that the implications of MIS-based research for decision-making and policy formation are unlimited. (RH)

PS 017 496 ED 297 865

Czech, Rosemary Hughes
Homework as a Means of Improving Readin
Achievement of First Grade Students by Invol
ing Parents and School in a Cooperative Effor
Pub Date—88

Achievement of First Grass Students sy Inverving Parents and School in a Cooperative Effort.
Pub Date—88
Note—689; Ed.D. Practicum, Nova University.
Pub Type—Dissertations/Theses - Practicum Papers (043)
EDRS Price - MF01/PCt3 Plus Postage.
Descriptors—Academic Achievement, "Computer Usea in Education, Educational Improvement, "Elementary School Students, Grade I, Home Visits, "Homework, Intervention, "Parent Role, Primary Education, "Reading Achievement, "Student Motivation, Workshops Identifiers—"Parents as Teachers
A practicum designed to help 10 first-graders successfully complete their homework, and to involve their parents as teachers at home, was implemented by a school social worker who was a member of a multidisciplinary child study team that assisted students with academic, social, and behavioral problems. Many children referred to the child study team for academic reasons had difficulty completing homework assignments. Test scores indicated that children who did not complete homework assignments of these children frequently reguested information on ways to help their children at home. Practicum objectives were met through: (1) use of a computer to chart the completion of homework assignments; (2) a system of rewards designed to motivate students; and (3) workshops and home visits that trained parents to assist their children. Practicum evaluation data indicated that all objectives were met. In addition, results of pre- and postsetting with the Grinn Reading Program Level Test indicated that homework was an effective means of improving reading achievement among grade 1 students. Related material is provided in 10 appen-

dixes. (RH)

dixes. (RH)

ED 297 866

PS 017 499

Donohue, Joseph T.

Develosing a Community Based Model for Involvement in the Elementary School.

Pub Date—Jul 83

Note—215p.; Ed.D. Practicum, Neva University.

Portions of appended material contain marginally legible print.

Pub Type—Dissertations/Theses · Practicum Papers (043)

EDRS Price · MF01/PC09 Plus Postage.

Descriptors—"Administrator Role, "Committees, "Community Involvement, Cross Age Teaching, Elementary Education, "Inservice Education, Newsletters, "Organizational Change, Parent Participation, "Parent Role, Parent Teacher Conferences, School Community Relationship, Student Role, Volunteers

Identifiers—Cooperative Learning, "Parent Teacher Association

The principal of a public elementary school serving grades K through 6 developed a community involvement program for a school in which community involvement had not been a major factor in the educational process. Primary objectives of the practicum were to increase the number of parents and other community members participating in activities sponsored by the Parent Teacher Association (PTA) and acting as volunteers in the school. To attain these goals, the PTA was restructured and a variety of committees were formed to facilitate community involvement. Various programs were implemented to encourage individuals to become actively involved in the educational process, and in-service workshops helped parents and other community members to view themselves as equal partners and collaborators in children's education. Practicum evaluation data indicated that results were positive. The number of parents and other community members to view themselves as equal partners and collaborators in children's education. Practicum evaluation data indicated that results were positive. The number of parents and other community members acting as volunteers in the school increased by 200 percent. Related materials are provided in 36 appendices. (RH)

ED 297 867

Balabar, Nancy

ED 297 867 PS 017 502

Balaben, Nancy Separation: An Opportunity for Growth. Pub Date—19 Jun 88

Balaben, Nancy
Separation: An Opportunity for Growth.
Pub Date—19 Jun 88
Note—14p.; Paper presented at the "Infants, Toddlers, and Parents: Supporting their Growth" Infancy Training Institute (New York, NY, June 17-20, 1988).
Pub Type—Guides - Clasaroom - Teacher (052) — Specches/Meeting Papers (150)
EDRS Price - MFBI./PCBI Plus Postage.
Descriptors—Clasaroom Environment, \*Day Care, Early Childhood Education, Emotional Development, Guidelines, "Infants, "Separation Anxiety, Social Development, "Teacher Role, "Teacher Student Relationship, "Toddlers
The intial discussion concerns attachment and separation in terms of feelings, it is asserted that the key to dealing with separation anxiety is the acceptance of infants' and toddlers' feelings by both child and adult as a means of building infant and toddler self-confidence and trust. Subsequent discussion provides specific ways child caregivers can help children feel confident about separating and lists several signs that indicate that a child may be having difficulty separating. Influences on children's feelings in the context of separation are discussed, with particular attention to the role of the caregiver in establishing an environment of trust, namely: (1) allowing the child plenty of time to make the transition to the day care environment while the parent is present; (2) encouraging children to participate in saying good-bye; (3) providing to children "nany tangible reminders that their parents exist though they are out of sight; (4) regarding regression or shift in behavior with aplomb; (5) helping children bring a favorite toy or banket to the day care enting; and (6) making sure that the setting is characterized by a low child adult rate, as sensitively responsive trained adult caregiver, and a group size of no more than 8 or 9. (RH)

ED 297 868 PS 017 504 Kagan, Sheron L., Ed. And Others Four Year Olds: Who Is Responsible? Connecticut State Dept. of Education, Hartford. Pub Date—Apr 85

Note—43p.; A report presented to the Connecticut Board of Education by the Committee on Four Year Olds, Their Families, and the Public Schools.

Schools.

Pub Type— Reports - Evaluative (142)

EDRS Price - MP01/PC02 Plus Postage.

Descriptors—Demography, Educational Needs,
Educational Quality, \*Educational Responsibility, National Surveys, \*Outcomes of Education,
\*Preschool Education, \*Program Development,
Program Evaluation, Social Services, \*State Programs. grams
dentifiers \*Connecticut, Research Results, \*State

Identifiers—"Connecticut, Research Resulta, "State Role
In 1984, the Connecticut State Board of Education (CSBE) convened a study committee to: (1) establish a conceptual foundation supporting developmentally appropriate programs and services for 4-year-old children and their families; (2) assess existing services and identify served and unserved populations, providers of services, and gaps in services; (3) identify methods of coordinating existing services and new services needed by the population; (4) assess the costs, personnel and training needs, and impact of new services on the current structure of kindergarten and the primary grades; and (5) make recommendations regarding the above to the CSBE. This report begins with a rationale for early childhood programs and services that is based on demographic and empirical data and focuses on the issue of high quality programs. Subsequently explored are services offered in other states. Service mequities are highlighted, the emerging family support movement is discussed, and concluding facts and principles are derived. Finally, recommendations and an action plan are presented. Appended are related materials, such as a map of Connecticut school districts with pre-kindergarten enrollment, a list of Connecticut state agencies providing programs and services for 4-year-olds, and tables of lots available by county, type of community, and per capita income. A four-page reference list is included. (RH)

PS 017 505 Lockledge, Ann Social Groups in the Middle School. Pub Date—[88]

Lockledge, Alm.

Pub Date—[88]

Note—[89]

Note—[89]

Pub Type—Reports - Research (143)

EDBS Price - MFUL/PC91 Plus Pestage.

Descriptors—"Classification, "Cognitive Ability,
"Definitions, "Elementary School Students, intermediate Grades, Middle Schools, "Peer
Groups, "Popularity, Social Desirability
In a study investigating whether middle school
students can identify their own social groups, over
200 sixth- and seventh-graders were asked to name
the kinds of groups to which they thought students
in their school belonged, and to explain or define the
groups. Data indicated that the students seemed to
have no trouble in agreeing on certain labels, alhough labels and descriptors were often interchangeable. Phrases used to define groups provided
insight into the thought processes of the participants. Many descriptors used for classification fell
into two concrete categories concerning appearance
and actions. Abstractions used in student responses
were typical of early teen vocabulary and reflected
experimentation with a developing values structure.
Some descriptors seemed to result from biases that
depended on perceptions of belonging or not belonging to a particular group. The most frequently
named groups included Smarts, Rowdies, Jocks,
Unpopulars, Hicks and Cowboys, Weird-Punny,
Heavy Metallers, and Preppies. On-third of students said they were Mediums, one-third selected
negative-sounding terms. Students' comments revealed that few had attained the stage of formal
operations. (RH)

ED 297 870 PS 017 506

Oggenfus, August
Primary Education in Switzerland. Project No. 8:
"Innovation in Primary Education."
Council for Cultural Cooperation, Strasbourg

Council for Centum.
(France).

Report No.—DECS-EGT-84-21-rev
Pub Date—22 Jun 88
Note—15p; For related documents on Project No.
8, see ED 295 744-751 and PS 017 472-474.
Pub Type—Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—"Educational Change, "Educational Objectives, Educational Research, "Educational Responsibility," Educational Trends, Elementary Education, Elementary School Curriculum, Foreign Countries, Junior High Schools, "Public Schools, School Schedules, Teacher Education Identifiers—"Switzerland

Schools, School Schedules, Teacher Education Identifiers.—Switzerland
The two parts of this report on primary education in Switzerland (comprising the first through 9th school years) provide an overview of the organization of schooling and a description of educational trends and reforms. Part I describes official objectives of primary education; units responsible at national, regional, local, and school levels; transition from preschool to elementary and elementary to lower-secondary education; statistics on pupils and teachers; divisions and composition of classes; length of the school day, week, and year; main branches in the curriculum; pupil assessment; training of teachers; para-educational services; and institutionalized contacts between schools, families, and municipalities. Part II describes reforms in specific subjects, assessment, transition, and curriculum; and the Situation in Primary Schools (SIPRI) review. Concluding material recapitulates the 22 theses developed in the final report of the SIPRI project. Brief profiles of two other Swiss educational projects are included. (RH)

ED 297 871 PS 017 507

Sheaffer, Christena
Promoting Oral Language Growth in Kindergarten
through Creative Writing.
Pub Date—88
Note—33p.; Master's Thesis, Olivet Nazarene University.

versity.

Pub Type— Dissertations/Theses - Masters Theses
(042) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Comparative Analysis, \*Creative
Writing, \*Curriculum Development, Educational
Innovation, \*Kindersgarten, \*Language Acquisition, \*Orral Language, \*Outcomes of Education,
Primary Education, Teacher Role, Teaching
Methods

Primary Education, Teacher Role, Teaching Methods Identifiers—"Developmentally Appropriate Programs, Graves (Donald)

A developmentally appropriate creative writing program for kindergarten children that included peer interaction and teacher-student discussion was studied to ascertain whether program participants would attain significantly higher oral language scores than did nonparticipants. The writing program was implemented in one of two half-day kindergarten classes for approximately 4 months. Two or three times a week, after the daily story or a hands-on experience such as cooking, children in the intervention class were asked to write or draw something about the story, the group experience, or a topic of their own choosing. They were encouraged to talk about their experience with classmates and the teacher while they wrote. Once a week, children would read their stories to a partner, the teacher would choose some stories to read, or a few students would share their stories with the whole class. Students in the other class participated in a daily story time, but only occasionally drew pictures or took part in teacher conferences or group discussions. Eleven children in each class were matched on pre-kindergarten screening test scores for purposes of comparison. These children's scores on the Structured Photographic Expressive Language Test suggested that the creative writing program positively affected participants' oral language growth. (RH)

ED 297 872 PS 017 508

EID 297 872

Woolner, Rosestelle B., Ed.
The Lipman Papers: Appropriate Programs for Four-Year-Olds. Barbara K. Lipman Early Childhood Research Institute Symposium (1st, Memphis, Tennessee, May 22-23, 1987).
Memphis State Univ., Tenn. Dept. of Curriculum and Instruction.
Pub Date—Jun 87
Note—63p.: For individual papers.

Note-63p.; For individual papers, see PS 017 509-514.

509-514.

Pub Type—Collected Works - Proceedings (021)—
Reports - Research (143) — Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Black Youth, Cognitive Development, Compensatory Education, Conferences,
Developmental Tasks, Early Childhood Education, Educational Practices, Educational Quality,
\*Individual Development, Longitudinal Studies,
\*Preschool Education, \*Program Effectiveness,

Public Policy, \*Public Schools, \*Research Needs, Research Problems, Social Development, Sociocultural Patterns, Theories, Young Children
Identifiers—"Developmentally Appropriate Programs, Developmental Screening, Direct Instruction Model, Follow Through Services, High Scope
Preschool Curriculum Study, Perry Preschool
Project, Project Head Start
Speakers at the Lipman Research Institute's inaugural symposium examined research and issues related to appropriate programs for 4-year-olds.
David Weikart described the Perry Preschool
Project, an ongoing study begun in 1962 of 123
black youths at risk of failing, and the High/Scope
Preschool Curriculum Study, Jane Stallings covered
short-term and long-term effects of the Direct Instruction Follow Through model. Shirley Moore's
discussion covered child/caregiver attachment during the first 12 through 18 months of life, and the
development of prosocial behavior and social responsibility from the period of 2 years to 7 or 8
years. Three areas in cognitive development during
preschool years were described by James Johnson,
who suggested implications for teaching practice
and social policy. Sally Provence presented a pediatrician's view of schooling and assessment of 4year-olds. Concerned particularly with the interests
of black youth, Evelyn Moore discussed the motivations about public school prekindergarten. Herbert
Zimiles closed the symposium by reassessing the
values and goals of research and describing ways to
improve the effectiveness of research in early childhood education. (RH)

improve the effectiveness of research in early childhood education. (RH)

ED 297 873

PS 017 509

Weikart. David P.

Research and Related Issues: Interactive Instructional Model.

Pub Date—Jun 87

Note—6p: In: The Lipman Papers: Appropriate Programs for Four-Year-Olds; see PS 017 508.

Pub Type— Reports — Devaluative (142) —
Speeches/Meeting Papers (150)

EDRS Price - MF91/PC91 Plus Postage.

Descriptors—Comparative Analysis, \*Cost Effectiveness, \*Curriculum Evaluation, Early Childhood Education, Educational Quality, Longitudinal Studies, \*Preschool Curriculum, Preschool Education, \*Program Effectiveness Identifiers—High Scope Preschool Curriculum Study, Perry Preschool Project

This presentation reports outcomes of the Perry Preschool Project (PPP) and the High/Scope Preschool Project (PPP) and the High/Scope Preschool Curriculum Study (H/SPCS). The PPP is an ongoing study that in 1962 began to follow 123 black youths who were at risk of failing in school. The study explored the long-term effects on the youth of participation versus anonparticipation in a program of high quality early childhood education, the High/Scope Curriculum. Information about these youngaters on hundreds of variables was collected and examined annually when they were 3 to 11 years old, and again when they were 14, 15, 19, and 28. The H/SPCS was a study that began in 1967 and involved 3- and 4-year-old children teries assigned to one of three theoretically distinct curriculum models that differed regarding the degree of initiative expected of child and teacher: the Distar group in contrast to the other two groups. It is concluded that effective programs of high quality offer students. For example, a highly significant rate of invenile delinquency was reported by the Distar group in contrast to the other two groups. It is concluded that effective programs of high quality offer methods that work, but will not by themselves solve social problems. (RH)

ED 297 874 PS 017 510

ED 297 874 PS 017 510
Stallings, Jane
Longitudinal Findings for Early Childhood Programs: Focus on Direct Instruction.
Pub Date—Jun 87
Note—Jun 87
Not

Longitudinal Studies, Montessori Method, \*Out-comes of Education, Program Effectiveness, Sex Differences, Teacher Role, \*Young Children Jentiflers—\*DARCEE Program, \*Direct Instruc-tion Model, Follow Through Services, Montessori Preschools, Project Head Start

tion Model, Follow Through Services, Montessori Preschools, Project Head Start
This paper reports short- and long-term outcomes of the Direct Instruction Head Start and Follow Through program model. Based on the premise that positive reinforcement is essential to maximum academic preschool model which specified exactly what children needed in order to succeed academically and dictated how teachers should modify children's behavior. The Follow Through program was developed to provide programs for kindergarten through 3rd grade that would help maintain gains made in Head Start or other preschool programs. In 1983 the Follow Through program could be found in 60 American cities and a number of foreign countries. Research suggested that the Direct Instruction/Follow Through program had a positive effect on reading and mathematics schievement. However, thirdgraders who received direct instruction, more often than comparison children, attributed cacdemic success to external factors and failure to themselves. They also scored lower than children receiving cognitive developmental instruction on a test of non-wrebal problem-solving. Longitudinal findings suggested that students receiving direct instruction had lower grade retention and higher attendance and graduation rates. Longitudinal comparison of direct instruction. Montessori, DARCEE, and traditional preschool programs revealed positive outcomes for children who received direct instruction: Follow Through children achieved at grade level when they were in the ninth grade. (RH)

ED 297 875 PS 017 511

when they were in the ninth grade. (RH)

ED 297 875

Moore, Shirley G.

Social Development of the Young Child: Two
Theories, Two Sturies.

Pub Date—Jun 87

Note—Jun 87

Note—Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Price - MFUI-PCDI Plus Postage.

Descriptors—"Attachment Behavior, Infants, "Interpersonal Competence, Peer Relationship,
"Prosocial Behavior, "Social Development, "Social Responsibility, Theories, "Young Children's Identifiers—"Social Learning Theory
This presentation describes young children's social development, beginning with infancy and spanning the early childhood years. Topics include: (1) attachment when the infant is very young; (2) a social-learning theory view of the early months of life; (3) the onset of prosocial behavior and responsibility; and (4) competence in the early childhood peer group. An hypothesis is proposed to explain why attachment theory predicts early competence better than research from a social learning orientation, and the hope is expressed that attachment theorists and social learning theorists can pool their insights regarding development. The discussion of prosocial behavior and responsibility focuses on a cluster of child behaviors that are central to socialization and that require the caregiver to take the best from attachment theory and social learning theory, ympathy, consideration for others, fairness, and social responsibility Particular attention is given to the work of Baldwin (1948), Hoffman (1963), and Baumrind (1971) concerning, respectively, discipline styles, parent influence on children's consideration for others, and parent-child interaction styles and social responsibility in young children. Early childhood settings appear to be effective training grounds for young children's social competence; in articular, social perspec

ED 297 876 PS 017 512

ED 297 876

Johnson, James E.

Research and Related Issues: Cognitive Development of the Young Child.

Pub Date—Jun 87

Note—9p.; In: The Lipman Papers: Appropriate Programs for Four-Year-Olds; see PS 017 508.

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Price - MF9U/POI Plus Postags.

Descriptors—\*Cognitive Development, Educational Practices, Public Policy, \*Research Meth-

odology, Research Needs, \*Research Problems, \*Theories, \*Young Children lentifiers—\*Context Effect, \*Developmentally

"Theories, "Young Children Identifiers—"Context Effect, "Developmentally Appropriate Programs Civen what is known about cognitive development, how well prepared are 4-year-old children to succeed in school? This paper addresses the question by describing three areas in cognitive development, highlighting major themes in the research, and suggesting implications for teaching practice and social policy. Classical and contemporary views of cognition are contrasted prior to discussions of theory contextualizing and differentiating cognitive development. Qualitative and, preponderantly, quantitative evidence for the "five-to-seven shift" is reviewed. Discussion concludes by contrasting academic versus everyday cognition. It is argued that teaching and assessing 4-year-olds in public school settings will fail, unless special emphassis is piaced on embedding cognition in everyday practical terms, so that all classroom communications "make human sense." It is concluded that a considerable amount of information is available concerning the cognitive development of young children which can serve as a guide in teaching practice and social policy. Because young children do have an intrinsic motivation to learn and to understand, they deserve developmentally appropriate educational challenges. The alternative relegates 4-year-olds to understimulation. (RH)

ED 297 877

PS 017 513

ED 297 877

Provence, Saliy

A Developmental Pediatrician's Experience with
Four-Year-Olds in Schools: A Suggested Approach to Common Problems.

Pub Date—Jun 87

Note—6p.; In: The Lipman Papers: Appropriate
Programs for Four-Year-Olds; see PS 017 508.

Pub Type— Opinion Papers (120) — Guides Non-Classroom (055) — Speeches/Meeting Paners (150)

Non-Classroom (1959) — Special Plan Postage.
EDRS Price - MP01/PC01 Plan Postage.
Descriptors—Behavior Problems, Guidelines,
"High Risk Persons, "Individual Characteristics,
"Individual Development, "Intervention, "Preschool Children, "Referral, Teacher Role
Identifiers—"Developmental Evaluation Services

school Children, \*Referral, Teacher Role Identifiers—\*Developmental Evaluation Services for Children
Presented is a clinically derived framework for thinking about young children that deals primarily with one child at a time and with adults who are important to the child. The focus of the discussion is on ways in which an individual 4-year-old appears, behaves, and gets along or has trouble in a group of peers. It is suggested that teachers have a vitally important opportunity to recognize those children whose development may be in jeopardy and facilitate the timely provision of help. Topics children whose development may be in jeopardy and facilitate the timely provision of help. Topics addressed include: (1) ten relevant dimensions of development, including physical health and growth, motor development and activity, emotions and their expression, verbal and nonverbal communication, intellectual development, relationships with others, self-regulation and self-esteem, capacity to play, coping shillities, and reasonable compliance with appropriate adults. Common troublesome behaviors are listed, as are questions that influence decisions about referral of children for additional services. Concluding discussion offers guidelines for working with parents and the referral process. (R.H.)

ED 297 878 PS 017 514

ED 297 878

Moore, Evelyn K.

The Four-Year-Old Movement: Metivations, Outcomes and a Few Unanswered Questions.

Pub Date—Jun 87

Note—6p; In: The Lipman Papers: Appropriate Programs for Four-Year-Olds; see PS 017 508.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (130)

EDRS Price - MF6L/PC01 Plus Pastage.

Descriptors—Academic Achievement, "Blacks, Educational Improvement," Educational Needs, "Educational Papers (810logy, "Preschool Education, "Public Schools, Student Needs The primary forces fueling the movement toward placing 4-year-olds in the school systems facing client shortages, and the schools 'promise of increased pupil achievement. But will the achievement of children, particularly black children, increase? Black parents have several reasons to desting the public school 'promise of achievement. Numerous conditions stand in the way of a successful transition from the current scope of public school

education to programming for 4-year-olds. Of particular consequence are conflicts between the traditions of early childhood education and those of public education; between current public school curriculium and teaching methods and those appropriate for very young children; and between the public schools practice of testing to classify children and early childhood's developmental goals. Other obstacles are teacher training for public school certification that is oriented toward older children and does not take account of preschoolers' different learning patterns and needs, and the likelihood that proportionally few teachers in the new programs are likely to be black. Concluding remarks offer recommendations concerning the process of translating the early childhood research base into high quality public school program practices. (RH)

PS 017 515 ED 297 879

ED 277 579
Zimiles, Herbert
Quandaries in the Trend toward Earlier Education:
The Role of Research.
Pub Date—Jun 87
Note—Jun 87
Note—MBN Jun 98
Note — MBN Jun 98
Note —

Programs for Four-Year-Olds; see PS 017 308.
Pub Type—Speeches / Meeting Papers (150) — Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Poetage.
Descriptors—Cognitive Development, Change, Childhood Education, \*Educational Change, Family Environment, Preschool Education, \*Kesearch and Development, \*Research Methodology, Research Needs, Research Problems, \*Research Utilization, Separation Anxiety, Stimulation, \*Theory Practice Relationship
This presentation uses the premise that educational practice currently derives little benefit from the mass of ongoing research as a starting point for a reassessment of the values and goals of research. Particular emphasis is placed on the relation between research and educational practices involving 4-year-olds. The first part of the discussion deals with aspects of research that reduce its effectiveness. These include the disorienting impact of research literature on practitioners; the synthetic role of research and the integrative needs of practice; and irreconcilable aspects of the relation between research and practice. An important way in which research can help the educator is to describe and analyze what actually occurs in classrooms, and in camplary classrooms in particular. A discussion in change in attitudes toward preschool education is followed by a consideration of such topics as the cognitive environment of the home, the influence of separation from mothers on children, implications of recent studies of cognitive development, cognitive stimulation, and the design profiles a longitudinal study of the beginnings of reading among 40 children; points out the value of the life span perspective for research on young children; and indicates the need for improved ways of assessing effects of preschool. (RH)

PS 017 518 ED 297 880

Cohn, Sheryl L.

Introducing Multicultural Curricula into Early
Childhood Education.
Pub Date—[86]
Note—30p.

Pub Date—[86]
Note—30p.
Pub Type— Guides - Clasaroom - Teacher (052) —
Reports - Descriptive (141)
EDBS Pries - MF0L/PO2 Plus Pestage.
Descriptors—\*Carriculum Development, \*Day
Care Cesters, Early Childhood Education,
\*Learning Activities, \*Multicultural Education,
\*Parent Participation
The exacutive director of a day care center designed a project to introduce multicultural materials into the center's early childhood curriculum. The primary goal of the project was to improve the quality of the curriculum of the nationally accredited preschool by making it more culturally sessitive. Activities conducted to attain this objective included the design of age-appropriate leason plans for teachers to use in their classrooms, distribution of feters to parents, teachers, and the center's director to destermine if the program's curriculum had become more culturally diverse. Lesson plans were designed for units concerning self-awareness, similarities and differences. Native Americans, and Korean and Oreek cultures. Evaluation data indicated that the outcomes of the intervention were positive. Teachers reported feeling comfortable with the multicul-

tural materials. Parent participation was a positive experience for parents and children. Questionnaire data indicated an increase in the multicultural di-mensions of the curricultum. Two sample unit plans

PS 017 520

Julion, Alfred L.

Villizing Field Experiences in an Early Childhood
Center To Increase Competencies in Teacher
Training.

ub Date—88

Pub Date—88
Note—58p.; Ed.D. Practicum, Nova University.
Pub Type— Dissertations/Theses - Practicum Papers (043)
EDRS Price - MF01/PC03 Plus Pestage.
Descriptors—\*College Students, \*Day Care Centers, \*Early Childhood Education, \*Educational Experience, \*Preservice Teacher Education, \*Student Participation
The director of career education and coordinator.

Experience, "Preservice Teacher Education, "Student Participation
The director of career education and coordinator of the department of human growth and development at a private college implemented a practicum designed to expand the knowledge level of early childhood students in teacher training by requiring that they participate in the college's day care center. The primary purpose of the practicum was to improve students' competencies by means of hands-on experiences. A second aim was to expand the use of the center as a teaching tool. Activities included: (1) the coordination of the efforts of the teaching faculty, child care center director, and participating students; (2) establishment of a control group; (3) collection and analysis of data on students collected while students interacted with children; (4) development of a questionnaire and analysis of survey data; and (5) development of an interview format and analysis of interview data. Data indicated that many of the participating students characterized their experiences in the child care setting as rewarding. The use of the child care center as a teaching site was expanded. Student grades suggested that a satisfactory level of competence was reached by participating students. Related materials are appended, including questionnaires and study results. (RH)

ED 297 882 PS 017 522 Chi, Michelene T. H. And Others Knowledge-Constrained Inferences about New Do-main-Related Concepts: Contrasting Expert and Novice Children. Pittsburgh Univ., Pa. Learning Research and Devel-

main-Related Concepts: Contrasting Expert and Nevice Children.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Pub Date—Mar 88

Note—40p.

Pub Type— Reports - Research (143)

EDRS Price - MP01/PC02 Plus Postage.

Descriptors—9 Abstract Reasoning, "Classification, "Cognitive Ability, "Cognitive Structures, Comparative Ability, "Cognitive Structures, Comparative Analysis, "Knowledge Level, Primary Education, "Young Children Identifiers—"Concept Acquisition, Dinosaurs, Rationality, Representational Thinking

Three studies examined the domain of concepts about dinosaurs in order to assess how the domain might be structured in 4- through 7-year-old children's representations and to explore how the knowledge might be used. Findings indicated that significant differences exist in the way expert and novice children's representations are structured. Evidence further suggested that the structure of expert children's knowledge is more coherent, both coally and hierarchically. Some experts were able to sort dinosaurs at both the superordinate and family levels, but no novices did. Expert children could discriminate contrastive diet classes by using a single feature in both an inclusive and exclusive way. Expert children ould reason categorically, using superordinate, family, and dinosaur categories. Novice children were just as competent as matched expert children in using general learning skills when these skills were assessed in a domain in which both the expert and novice children had equivalent three cases act more or learning skills seemed to differentiate experts from novices only in the context of dinosaur knowledge. Findings suggest that children cases act more or learning skills seemed to differentiate experts from novices only in the context of dinosaur knowledge, Findings suggest that children cases are more or learning skills seemed to differentiate experts from novices only in the context of dinosaur knowledge, fine seemed only in the context of dinosaur knowledge, fine seemed only in the con

PS 017 524

Austin, Ann M. Berghout And Others

A Comparison of Helping, Sharing, Comforting,
Honesty, and Civic Awareness for Home Care,
Day Care, and Preschool Children.
Pub Date—[87]
Note—38p.
Pub Type— Reports - Research (143)
EDRS Price - MP01/PC02 Plus Postage.
Descriptors—"Cultural Awareness, "Day Care,
Early Childhood Education, "Family Environment, Moral Values, Outcomes of Education,
"Preschool Children, "Problem Solving, "Prosocial Behavior.

"Preschool Children, "Problem Solving, "Prosocial Behavior
In a study designed to determine whether experience in day care or preschool affects children's
knowledge and enactment of prosocial behaviors,
59 children in day care, preschool, and home care
were pre- and post-tested concerning; (1) their understanding of helping, sharing, comforting, homestry, and civic awareness; (2) their definitions of
helping, sharing, comforting, and honest behaviors,
and (3) their judgment of what their behavior would
be in helping, sharing, comforting, or honesty dilemmas. Scores did not differ between groups for any
dependent variable other than civic awareness. Preschool children scored higher than day care or home
care children on civic awareness of national symbols, government figures, historical figures, religious
figures, and Star Wars and cartoon characters. Preschool children scored higher on awareness in all
categories except Star Wars and cartoon characters.
For which the three groups did not differ. Data indicated that: (1) participation in a high quality child
rogram expands a child's awareness of the world;
(2) knowledge of cartoon and film figures appears to
be part of the culture of childhood and is held by
most children; (3) alternative and supplemental
childrearing experiences do not necessarily affect
children's prosocial values and notions of honesty.
(RH)

ED 297 884 PS 017 525

Billman, Jean
Two Years of Kindergarten: Ethical and Curricular
Considerations.
Pub Date—88

Considerations.

Pub Date—88

Note—189

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC91 Plus Postage.

Descriptors—Educational Practices, "Elementary School Curriculum, "Grade Repetition, "Kindergarten, Predictive Validity, Primary Education, "School Entrance Age, "Screening Tests, Test Reliability, "Transitional Programs

Using tests that are neither reliable nor valid, school districts are currently categorizing large numbers of children as unready for entrance into kindergarten and first grade. Parents are being asked to wait a year before sending their children to public school classes or to place them in a pre-kindergarten class. Other children complete kindergarten but are retained or placed in a transition classes before they can proceed to first grade. Affecting one-fourth to one-third of all children, these procedures are disturbing and unjustified, as discussions of birthdate effects on early school success, screening tests, exclusionary practices, retention and transition classes, and changes in the kindergarten curriculum over the last 20 years show. Data indicate that setting up barriers to access to educational settings does not benefit the children excluded or retained. Curriculum and entrance policies must be changed so that kindergarten can become an environment that accepts all 5-year-olds and helps them to pass on to first grade. Schools must accept diversity in all spheres of development and employ well-trained teachers who use appropriate strategies to help all children succeed in the early years of schooling. (RH)

ED 297 885 PS 017 529

Hartup, Willard W.
Early Peer Relations: Developmental Significance and Prognostic Implications.
Spons Agency—National Inst. of Mental Health (DHHS), Bethesda, Md.
Pub Dates.

(DHHS), Beunessa, ma.
Pub Date—88
Grant—NIMH-R01-MH-42888
Note—23p.
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC01 Piss Postage.
Descriptors—Aggression, "Antisocial Behavior,
Family Relationship, Friendship, "High Risk Students, "Individual Development, Literature Re-

views, Mental Health, Models, \*Peer Relationship, \*Predictor Variables, Rejection (Psychology), Research Methodology, Research Problems, Risk, \*Young Children dentifiers—Shyness

ogy), Research Methodology, Research Problems, Risk, "Young Children Identifiers—Shyness Considered are the developmental and prognostic implications of early peer relations. Evidence concerning peer difficulties as risk factors is reviewed along with research dealing with family relations and peer relations in social development. In preference to a stepping-stone model of the development of social deviance, a conjunctive feedback model is advanced to account for the manner in which troubled family relations are followed by troubled peer relations, problems with self-regard, narrowed alternatives in choosing friends, and manifestations of social deviance. It is argued that the origins of these conjunctive cycles appear in early childhood, and therefore require attention in program design and management for young children. (RH)

PS 017 530

Peterson, Karen L.
Building Curriculum for Young Children: Deciding
on Content.
Pub Date—[87]

on Contest.
Pub Date—[87]
Note—[49.]
Pub Type— Opinion Papers (120) — Guides Non-Clasaroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Criteria, "Curriculum Development,
"Decision Making, Early Childhood Education,
"Educational Philosophy, "Elementary School Teachers, Guidelines, "Preschool Teachers, Guidelines, "Preschool Teachers, Guidelines, "Process Analysis, Questions, Theoretical Analysis
The purpose of this paper is to assist early childhood teachers in developing curriculum content by considering the philosophical issues that surround the curriculum decision-making process. Curriculum development is construed in terms of a multi-step decision-making process through which teachers progress. Steps of the process are: (1) formulating a conceptual philosophy; (2) defining curriculum; (3) organizing information into units; (4) selecting topics; (5) assessing the relevance of content; and (6) determining how the selected content should be presented to children. Discussion o. most steps includes questions for teachers to consider or criteria for them to employ when making curricular decisions. The process approach to curriculum development described in the paper assumes that early childhood educators, even at the beginning phases of teaching, know more about their own profession than they think they do. Educators maintain theoretical positions and perspectives on development. They are the best source of fundamentally sound and developmentally supportive information and experiences for young children. In addition, early childhood teachers are the best articulators of their own portions of the propers of the propers

own position it new are given opportunity and conceptual tools for refining their ideas. (RFI)

ED 297 887

PS 017 531

Wilson, Addie Bates

Implementing a Developmental Child-Centered

Kindergarten Program Using Cognitive, Affective, and Psychomotor Activities.

Pub Date—88

Note—103p.; Bd.D. Practicum, Nova University.

Pub Type—Dissertations/Theses - Practicum Papers (043)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Grade Repetition, "Kindergarten
Children, Learning Readiness, Primary Education, "Self Concept, "Student Attitudes, "Student Concomo, "Learning Readiness, Primary Education, "Self Concept, "Student Attitudes, "Student Promotion

Aware that some kindergarten children are not ready for the demands of a structured program, a kindergarten teacher developed and implemented a program which made use of classroom learning centers to help kindergarten students grow in all areas of development. Special attention was given to the process of helping students: (1) develop belief in themselves and respect for others; (2) establish effective work habits; and (3) strengthen their desire to learn. The learning centers created an environment which stimulated students' learning, permitted social interaction, and contributed to security and self-confidence. Pre- and post-intervention assessments indicated that each student was able to grow emotionally, socially, physically, and intellectually as a result of planned experiences with concrete objects and interaction with peers and adults. It was RIE JAN 1999

concluded that the learning centers had a strong influence in motivating students to become independent learners. Students were successful in mastering skills associated with the kindergarten curriculum. They worked cooperatively and developed positive attitudes, values, and basic skills through daily exposure to learning center activities. The program is to be continued and expanded in the next school year. Related materials are appended, including student inventories and progress reports, a chart of learning centers, and sample learning center contracts. (RH)

a chart of learning centers, and sample learning center contracts. (RH)

ED 27 488

PS 017 534

White, C Stephen Alexander, Patricia A.

Effects of Age, Vocabulary Knowledge, Gender, Ethnicity, and Socioeconomic Status on Young Children's Analogy Performance.

Pub Date—Apr 88

Note—38p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, L.A. April 5-9, 1988).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Age Differences, "Basic Vocabulary, Cognitive Ability," Ethnicity, Problem Solving, "Sex Differences, "Socioeconomic Status, "Young Children

Identifiers—"Analogical Reasoning
This study examined the influence of age, vocabulary knowledge, gender, ethnicity, and socioeconomic status (SES) on the geometric analogy performance of 4- to 6-year-olds. Subjects were 108 children between the ages of 48 and 83 months. Information on the age, ethnicity, and socioeconomic status of each subject was obtained prior to data collection. For the determination of vocabulary knowledge, Forms L and M of the Peabody Picture Vocabulary Test were administered. The Test of Analogical Reasoning in Children (TARC) was employed as a measure of analogical reasoning performance, and that age accounted for very little of the variance in TARC performance. Vocabulary knowledge had a significant effect on children's analogical reasoning performance on TARC performance. A significant effect for SES on analogy performance was found, however, ethnicity on analogy performance was found, however, ethnicity of the least amount of variance on TARC performance. A significant effect for SES on analogy performance and SES did not contribute significantly to total variance on TARC performance. A significant effect for SES on analogy performance and SES did not contribute significantly to the regression equation. There was also a significant effect for SES on analogy performance and SES did not contribute significantly to the regres

PS 017 535

ED 297 889
PS 017 535
Scott, Geraldine W.
The Use of Developmental Activities Rather than
Reading Workhooks for Kindergarten Students
Lacking Readiness Skills.
Pub Date—88
Note—94p.; Ed.D. Practicum, Nova University.
Some pages have faint, broken print.
Pub Type—Dissertations/Theses - Practicum Papers (043)
FURS Price - MEDI/PCM Plus Postans.

pers (043)
EDRS Price - MP01/PC04 Plus Postage.
Descriptors—Basic Skills, "Curriculum Development, "Kindergarten Children, "Learning Activities, Primary Education, "Reading Readiness, "Student Improvement Identifiers—"Developmentally Appropriate Pro-

"Student improvement Identifiers—"Developmentally Appropriate Programs
Because the kindergarten curriculum of a small, rural elementary school appeared to be inappropriate for some children, a school psychologist implemented a practicum designed to provide a positive school experience for those not ready to learn from formal reading materials. The primary goal of the practicum was to provide activities during the reading period for kindergarten children lacking readiness skills. A second goal was to improve students' basic skills. Intervention activities included a survey of kindergarten teachers to determine their goals and feelings and to find out what kindergarten students were doing: discussion with administrators and teachers of the reasons for a change in some students' curriculum; mobilization of teacher support and agreement to change activities during the reading period; administration of a pre- and post-test to kindergarten children in the lowest reading groups; and regular meetings with teachers to resolve problems they encountered in modifying

instruction. Evaluation data indicated that the intervention was positive. Teachers reported that children enjoyed the alternative learning activities. It is concluded that developmental activities can provide kindergarten children with the opportunity to develop readiness skills, and that such skills can be developed without formal reading instruction. Related materials are appended, including the teacher survey, responses, developmental activities log, and 14 pages of developmental activities. (RH)

ED 297 890 PS 017 536

ED 297 890
PS 017 536
Goffin, Stacie G., Ed.
Community Child Care Foren: From the Parents'
Perspective. Conference Proceedings (Kannas
City, Missouri, December 6, 1967).
Missouri Univ., Kannas City. School of Education.
Pub Date—88
Note—152p.

Note—152p.
Pub Type— Collected Works - Proceedings (021)
Pub Type— Collected Works - Proceedings (021)
EDRS Price - MP01/PC07 Plus Postage.
Descriptors— Agency Role, "Child Caregivers,
Communication (Thought Transfer), Communication
Costs, "Day Care, Disabilities,
Early Childhood Education, Educational Quality,
Employer Supported Day Care, Family Day Care,
"Family Life, Federal Legislation, Government
Role, Personnel Needs, Prevention, "Social
Change, Staff Development
Identifiers—"Community Needs, "Missouri (Kansaa City)

Identifiers—"Community Needs, "Missouri (Kanas City)
These conference proceedings are based on an
invitational community forum held in Kansas City,
Missouri on December 6, 1987. The purpose of the
forum was to provide an opportunity for people with
different perspectives on child care to meet together. It was hoped that broadening participants'
perspectives on child care issues might increase people's ability to work with each other on this complexenterprise. Participants were early childhood specialists; center and family child care providers from
profit and not-for-profit suburban, urban, and inner-city programs; community decision-makers;
employers; and parents from various income levels
and family backgrounds working in jobs with varying degrees of flexibility. The forum was divided
into two parts. First, a national overview on the
child care issue was provided by Bernice Weissbourd, founder and president of Family Focus, Inc.
and The Family Resource Coalition. She was followed by a panel of four parents who had each experienced child care in a different way. A second panel
of presenters representing other constituencies in
the child care arena then presented their perspectives. In the second part, six break-out groups held
discussions. Transcripts of both parts are provided.
(RH) sas City) These co

ED 297 891

Early Childhood/Parent Involvement. Proven Ex-emplary Educational Programs and Practices: A Collection from the National Diffusion Network

Collection from the National Diffusion Network (NINN).

(Michigan State Board of Education, Lansing. Pub Date—May 87 Note—66p.; Reprinted with permission from NDN's "Educational Programs That Work," 12th Edition; see ED 266 134.

Pub Type—Reports - Descriptive (141) EDRS Price - MP61/PC03 Plus Pestage.

Descriptors—Abstracts, "Demonstration Programs, "Early Childhood Education, "Educational Improvement, "Parent Participation, Profiles, Program Descriptions, Public Schools, "School Districts, "Validated Programs Identifiers—"National Diffusion Network Programs

grams
This booklet contains abstracts describing more
than 60 adult education These projects have been
developed by individual school districts throughout
the nation in response to local needs, and are available for adoption by other districts. Introductory
materials provide a table of contents, an index of
programs by category and an index of programs by
grade level for which the programs have been validated. Some programs have been used successfully
at grade levels other than those for which they have
been validated. Abstracts provide information in
several categories, such as audience, project characteristics, requirements, costs, services, and name,
address, and phone number of contact persons.
(RH)

ED 297 892

Basic Skills-Multi Disciplinary. Proved Exem-plary Educational Programs and Practices: A PS 017 560 ection from the National Diffusion Network

Cellection from the National Diffusion Network (NDN).

Michigan State Board of Education, Lansing.

Pub Date—May 87

Note—50p; Reprinted with permission from NDN's "Educational Programs That Work," 12th Edition; see ED 266 134.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PCR Plus Peetage.

Descriptors—Abstracts, "Basic Skills, Demonstration Programs, "Educational Improvement, Elementary Education, "Primary Education, Profiles, Program Descriptions, Public Schools, "School Districts, "Validated Programs

Identifiers—"Multidisciplinary Programs, "National Diffusion Network Programs

This booklet contains abstracts describing more than 45 multidisciplinary, basic skills programs that have been validated as successful. The projects have been developed by individual school districts throughout the nation in response to local needs, and are available for adoption by other districts. Introductory materials provide a table of contents, an index of programs by category and by grade level for which programs have been validated. Some programs have been validated, some programs have been validated, some programs have been validated. Some programs have been validated. Some programs have been validated, some programs have

## RC

ED 297 893

RC 016 257

Foundations for the Future of Alberta's Metis
Settlements, Report of the MacEwan Joint Metis-Government Committee to Review the Metis
Betterment Act and Regulations.
Alberta Ministry of Municipal Affairs, Edmonton.
Pub Date—Jul 84

Note—145p.; Map of Metis settlements may not
reproduce well.

Note—145p.; Map of Metis settlements may not reproduce well.
Pub Type—Legal/Legislative/Regulatory Materials (090)
EDRS Price - MP01/PC06 Plus Pustage.
Descriptors—American Indian Culture, American Indian History, American Indians, "Canada Natives, "Community Development, Community Resources, Economic Development, Educational Needs, Federal Indian Relationship, Federal Legislation, "Pederal Regulation, Foreign Countries (Government Role, Human Services, Policy Formation, "Public Policy, Reservation American Indians, Self Determination, "Tribal Sovereignty Identifiers—Alberta, "Metis (People), "Metis Betterment Act

Identifiers—Alberta, "Metis (People), "Metis Betterment Act
Prepared as a working document for officials of the Alberta (Canada) government, this report reviews the Metis Betterment Act and regulations made under the Act with one goal being to ensure that any proposals for a new Act would place the major responsibility for the political, social, economic, and cultural development of the settlements firmly on the shoulders of the settlements themselves. Chapter 1 provides the historical setting and context for the existing Metis Betterment Act. Chapter 2 describes the composition, mandate, and work of the MacEwan Joint Committee. Chapter 3, the bulk of the report, makes recommendations for legislation and gives the rationale for the recommendations. Specific topics include settlement governing bodies, powers of settlement councils, membership in settlements, financial and resources matters, and transition from old to proposed legislation. Chapter 4 makes recommendations for new policies to be implemented and revisions to existing policies as they relate to Metis settlements. Accommendations fill in the categories of education, culture, social services and community health, energy and natural resources, and general programs. Chapter 5 sets forth the conclusions of the joint committee streasing the unique nature and needs of the Metis culture and lifestyle. (JHZ) terment Act

ED 297 894 RC 016 45 Chemawa Indian School: A Strong Spirit of Growth. RC 016 456 Chemawa Indian School, Salem, OR. Pub Date—Oct 87

Note—21p.; Photographs may not repro-Pub Type— Reports - Descriptive (141)

EDRS Price - MP0L/PO11 Plus Postage.

Descriptors—"Academic Education, Alcohol Education, "American Indian Education, "Boarding Schools, Counseling Services, Drug Education, Educational Counseling, Gifted, Program Descriptions, Recreational Pacilities, Remedial Instruction, School Guidance, "Secondary Education, Substance Abuse Identifiers—"Bureau of Indian Affairs Schools, Office of Indian Education Programs, "Oregon (Salem)

Identifiers—"Bureau of Indian Affairs Schools, Office of Indian Education Programs, \*Oregon (Salem)

This picture booklet was prepared as a publicinformation tool describing programs, facilities, students and faculty at the 108-year-old Chemawa
Indian School in Salem, Oregon. The boarding
achool, operated by the Bureau of Indian Affairs
(BIA), has a capacity of 400 students, housed in 10
dormitories. It serves American Indian students in
grades 9 through 12, offering academic and recreational programs both on- and off-campus. Accredited by the Northwest Association for Schools and
Colleges, Chemawa has a wide variety of standard
and vocational classes, electives, and individualized
services (including special education). Other programs, funded by the Federal Office of Indian Education Programs, target gifted, talented and creative
students. School guidance programs allow counseliors, social workers, tutors, and a school psychologist
to work with students in their dorms. Two dorms are
set aside for students needing special attention for
substance abuse problems. If they need inpatient
treatment off-campus, tutors are provided to help
them keep up with their studies. Post-care group
counseling is available upon their return. Students
are assisted with their post-graduation plans and
goals. There are facilities for football, basketball,
aoftball, and swimming and the booklet lists the
Chemawa sports teams and their recent achievements. It also describes daily, weekly and annual
events at Chemawa. (TES)

ED 297 895

ED 297 895 RC 016 607

ED 297 895

D'Souza, Gerard E. And Others

The Role of Agriculture in the Economic Development of West Virginia: An Imput-Output Analysis. Miscellaneous Publication No. 20.

West Virginia Univ., Morgantown. Agricultural and Forestry Experiment Station.

Pub Date—Apr 88

Note—Ide

West Virginia Univ., Morgantown. Agricultural and Forestry Experiment Station.

Pub Date—Apr 88

Note—14p.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF91/PC01 Plus Postage.

Descriptora—Agribusiness, "Agricultural Production, Agricultural Trends, "Agricultural Production, Agricultural Sectoromic Influences Identifiers—"Agricultural Change, "West Virginia This study deals with the structural interrelation-ships among agricultural sub-sectors, and between agricultural and non-agricultural sectors of the West Virginia economy. The study is intended to offer information on which to base sound sconomic model is used in order to focus on the interaction between agricultural production and other sectors of the state economy. The major findings are: (1) a 31 million change in commodities sales at the farm level translates into an average change of \$2.9 million in the state's total output of goods and services; (2) a \$1 million change in gross farm income yields an average change of \$2.2 million in statewide income; (3) every 100 jobs created in the agricultural production sector stimulates 295 total jobs in the state economy; (4) the crop production sub-sectors have larger average income multipliers, (3) the agricultural production sub-sectors have larger average income multipliers, (5) the agricultural production sub-sectors and between the agricultural production sub-s

ED 297 896 RC 016 619

nes, Barry W.

condenst Deregulation Presents New Options for
Land-Grant Radio Public Service, News Pro-

Pub Date—7 Dec 87

Note—14p.; Paper presented at the Annual Meeting of the Southern Association of Agricultural Scientists (85th, New Orleans, LA, January 31-February 3, 1988).
Pub Type—Speeches/Meeting Papers (150) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—8Educational Radio, Land Grant Universities, \*Programing (Broadcast), Rural Extension

versities, "Programing (Broadcast), Rural Extension
Identifiers—"Deregulation, Extension Service,
Mississippi State University
Public service radio programming provided by
state extension services will change drastically in
the near future due to broadcast deregulation. The
two aspects of deregulation affecting land-grant radio programming are elimination of the limit on the
number of commercials per hour, and elimination of
requirements specifying the amount of news and
public affairs programming. As a result of these
changes, many states are shifting emphasis from agriculture and other traditional topics to more consumer-oriented programming, and states that do not
permit local sponsorship of their programs may experience problems. In some states with large special
audiences, loss of free air time may be countered by
syndication of some land-grant programming, or
networking and satellite delivery of programs directly to intended audiences for a fee. This paper
includes 13 references and offers, as example, a deacription of recent trends in programming by the
Mississippi Cooperative Extension Service. (SV)

ED 297 897 RC 016 620 Redesigning Rural Education: Ideas for Action.
Mid-Continent Regional Educational Lab., Aurora, CO.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC. Pub Date—[86] Contract—400-86-0002

Contract
Note—23p.
Pub Type— Reports - Descriptive (141) — Opinion

Contract—400-86-0002
Note—23p.
Pub Type— Reports - Descriptive (141) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Career Counseling, Community Development, "Education, Local Area Networks, "Program Descriptions," Rural Education, Identifiers—Black Hills State College SD, Mid Continent Regional Educational Laboratory, Missouri, North Dakota, South Dakota
This brochure offers descriptions of three Mid-continent Regional Educational Laboratory (McREL) programs designed to improve elementary and secondary education in the midwestern United States. "Project ACCESS" helps students explore career options. "Decisions About Technology" helps increase learning opportunities through the use of computer technology, "Rural School and Community Development" helps students and community Development" helps students and community interact to improve the economic health of the community. Clustering schools is a way of dealing with declining money and resources. Sharing teachers, students and equipment can be positive alternatives to reductions in staff, student enrollment, and equipment. Linkages through computer or video networks among achools successfully reach local colleges, employers, and community organizations. Capsule descriptions of 28 working rural programs, including rural school organizations, community study projects, and technology programs, are provided; the name and address of a contact person is included for each program. Alt ist of related McREL publications concludes the document. (TES)

RC 016 640

ED 297 898
Stevens, K. J. Crowther, H. I. G.
Orientation to Teaching in Two Rural Schools.
Pub Date—Nov 36
Note—24p.; Paper presented at the Annual Conference of the New Zealand Association for Research of Education (Hamilton, New Zealand, November 27-30, 1986). A copyrighted map has heen removed.

been removed.

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143) — Tests/Questionnaires (160)

(160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Adjustment (to Environment), Elementary Secondary Education, Foreign Countries, Questionnaires, Rural Areas, "Rural Schools, Surveys, Teacher Administrator Relationship, "Teacher Alienation, Teacher Attitudes,

Teacher Morale, "Teacher Orientation, Teacher Student Relationship Identifiers—"Australia (Queensland)
Young urban teachers assigned to rural schools in Queensland, Australia, experience difficulties in adjustment related to isolation from family, friends, and other professionals. Twelve teachers in a small remote settlement and 12 teachers in a rural school close to a suburban area completed a questionnaire exploring their relationships with their pupils, the community, and the State Board of Education, and their perceptions of their own professional positions and morale. All the teachers were young, urban, and relatively inexperienced, and all had been assigned to their positions by the State Department of Education. In comparison to the less isolated teachers, teachers in the remote settlement: (1) had more difficulty separating their profession from their social lives; (2) were less able to establish appropriate relationships with their pupils; (3) felt more alienated from the rural lifestyle around them; (4) felt more strongly that the State Department of Education was insensitive, and; (5) expressed less confidence in their own professional abilities. Almost all teachers in both schools said that they would not remain in their present positions if they did not get the positions they wanted, a response with ominous significance for the future of rural Australian schools. Unless rural teachers' professional sicolation is recognized, it is unlikely that the position of rural pupils can be improved. The study questionnaire and 34 references are included. (SW)

RC 016 649 RC U10 049 Report on BIA Education: Excellence in Indian Education through the Effective Schools Process. Final Review Draft. Bureau of Indian Affairs (Dept. of Interior), Wash-

ington, D.C.
Pub Date—Mar 88
Note—294p.; Contains photographs that may not

ington, D.C.
Pub Date—Mar 88
Note—294p.; Contains photographs that may not reproduce well.
Pub Type—Reports—Descriptive (141) — Numerical/Quantitative Data (110)
EDRS Price - MP61/PC12 Plas Postage.
Descriptors—"American Indian Education. Educational Pacilities, "Educational Planning, Elementary Secondary Education, Enrollment Trends, Expenditure per Student, "Federal Indian Relationship, Federal Programs, "Policy Formation, Program Costs, "School Effectiveness, Scores Identifiers—Arizona, "Bureau of Indian Affairs Schools, Navajo (Nation), New Mexico, North Dakota, South Dakota
This "final review draft" report provides an overview of the Bureau of Indian Affairs (BIA) elementary and secondary school system, and focuses on broad policy questions affecting the entire system. Part I outlines the history of Indian education and describes the state of BIA education today, including enrollment trends, descriptions of facilities, teachers, curriculum, and extracurricular activities at 28 selected schools, statistical breakdowns of student performance in 1986 on nationally standardized tests, funding and budget figures, and family background and high school performance of Indian students. Part II addresses the long-range future of BIA education, and raises some basic policy options concerning the management of BIA school facilities and the exercise of BIA educational leadership. The merits of these options depend in part on developing consensus as to the desired future of the BIA school program. Part III reviews recent research into the characteristics of effective schools, and suggests policy options that would apply the results of this research to BIA schools to improve the quality of teaching, curricula, and special programs. The final chapter proposes 15 short-term goals for revitalizing lendan education, goals which can serve as topics for tribal, public, and bureau discussions. The final chapter proposes 15 short-term goals for revitalizing lendan education, goals which can serve as topics for tribal, public, an

ED 297 900 RC 016 651 Employment Programs for Rural Women. Women's Bureau (DOL), Washington, D.C. Pub Date—85

Pub Date—85
Note—40p.; Appendix 4 contains small print.
Pub Type—Reports - Descriptive (141) — Guides
- Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adult Education, Demonstration
Programs, Economically Disadvantaged, Eco-

nomic Development, \*Employed Women, Equal Opportunities (Jobs), High School Equivalency Programs, Job Development, Job Placement, \*Job Training, Outreach Programs, Postsecond-ary Education, \*Program Descriptions, \*Rural Population

"Job Training, Outreach Programs, Postsecondary Education, "Program Descriptions, "Rural Population Identifiers—Appalachia (Central), Mississippi, "Rural Women
A model program based on three demonstration projects of the Appalachian Women's Employment Information Project plus one Women's Bureau funded project for rural women in Mississippi provides a guide to the development or expansion of training and employment services for rural women. The model program is designed to help economically disadvantaged rural women prepare for the world of work with the help of counseling, advocacy, referral and job placement assistance, support services, and skills training. Part A of this guide describes major steps in developing the program. These steps include determination of purpose and strategies, formation of an advisory committee, recruitment and training of staff, development of jobs, and development of a recordkeeping and evaluation system. Part B of the guide describes the core components of the program, such as recruitment of participants, readiness training, adult education, occupational skills training, adult education, occupational skills training, adult education, occupational skills training, job placement, and followup. Major emphasis is placed on supplying supportive services, such as transportation and child care, to enable the women to participants in full-time employment. Appendices include a chart for developing a time-frame for program activities, an outlied of staff training, a worksheet for developing a plan of action, an assessment form for participants, and an agenda for a 5-day job-readiness workshee, (CS)

ED 297 901 RC 016 652 EAJ 297 901.

RC 016 652

Indian Education: Focus on Past, Present & Future. The 13th Annual Report to the Congress of the United States. Flocal Year 1996.

National Advisory Council on Indian Education, Washington, D.C.

Pub Date—87

Note—44p.; For the 12th annual report, see ED 275

485

485.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Advisory Committees, "American Indian Education, American Indians, "Annual Reports, Block Grants, "Educational Finance, Elementary Secondary Education, Federal Aid, "Federal Indian Relationship, Federal Legislation, Federal Programs, Fellowships, Grants, Program Descriptions, Trust Responsibility (Government)
Identifiers—"Indian Education Act 1972 Title IV, Johnson O Malley Act, "National Advisory Council on Indian Education
This report to Congress details activities of the

Johnson O Malley Act, "National Advisory Council on Indian Education
This report to Congress details activities of the National Advisory Council on Indian Education
(NACIE) during fiscal year (FY) 1986 and offers recommendations for continuing educational services for Indian youth. Part I includes an introduction to NACIE, identifies members, committees and staff and reviews its legislative history including NACIE's opposition to a congressional proposal combining Indian educational programs into a block grant Part II details NACIE functions and activities for FY 1986 and includes field comments on the block grant issue. Part III summarizes nine recommendations for strengthened funding and improved representation of Indians in government decision-making. Part IV describes major components of Tite IV of the Indian Education Act of 1972. Part V profiles programs funded by Title IV grants and individuals receiving fellowships in 1986. Part VI consins a glossary, tables showing state-by-state distribution of funds swarded to Title IV grantes, and a map showing locations and dates of NACIE meetings from 1973 through September 1986. (TES)

ED 297 902 RC 016 657

Friend, Ronn E. Skills Informati Skills Information System Review: A Report of Findings and Recommendations. National Association of State Directors of Migrant

Education. Pub Date—3 Dec 85

Pub Date—3 Dec. V.
Note—59p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MP01/PC03 Plus Postage
Descriptors—Early Childhood Education
tary Secondary Education, Evaluation
Mathematics Skills, Migrant Children

Education, Oral Language, \*Program Evaluation, \*Reading Skills, \*Skill Analysis, Student Records, \*Training Methods lentifiers—Migrant Education Program, Migrant Student Record Transfer System, \*Skills Informa-

Identifiers—Migrant Education Program, Migrant Student Record Transfer System, "Skills Information System
This report is a review of findings and recommendations following a study by the Migrant Student Record Transfer System (MSRTS) Committee of the National Association of State Directors of Migrant Education (NASDME). The assessment of NASDME's Skills Information System (SIS) was initiated in September 1948 and completed in December 1945. Section 1 of the report gives historical background of SIS, which is designed to distribute information in four categories-reading, mathematics, early childhood and oral language-to teachers of migrant children throughout the country. Section 2 provides details about data sources, surveys, and information collection. Section 3 includes information on the four SIS committees and various sub-committees working on the project, their responsibilities and general recommendations for altering SIS's manuals and publications. Appendix A of the report offers the "MSRTS Skills Information Survey" and a taily of the survey responses. Appendix B shows proposed revisions of the "Reading Skills" checklist for evaluating migrant students' skills "checklist. Appendix D shows proposed revisions of the "Math Skills" checklist. Appendix D shows proposed changes in the "Oral Language Skills" checklist. Several charts are included in the document. (TES)

ED 297 903 RC 016 660

ED 297 903 RC 016 660

Horwood, Bert
Who Speaks for Welf? Not Project WILD,
Pub Date—Sep 87

Note—19p; This paper is a revised version of a presentation made to the Annual Conference of the Council of Outdoor Educators of Ontario (Ontario, Canada, September 1987).
Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MP01/PC01 Plus Postage.
Descriptors—Bias, Elementary Education, "Environmental Education, "Instructional Material Evaluation, Opinion Papers, Teaching Guides, Values, "Wildlife Identifiers—Anthropocentrism, "Environmental Attitudes, "Project WILD, a Canadian elementary school curriculum supplement about wildlife and the environment, is seriously flawed in that it presents a human-centered view of the world while purporting to be unbissed. This anthropocentric perspective, in which humans are alienated from the environment and in control of nature by technological means, is in sharp contrast to the biocentric view, which emphasizes the relationships among all living things, including humans. Evidence of Project WILD's anthropocentric basis includes: (1) a preponderance of photographs of humans, human artifacts, and animals that humans like or resemble; (2) exclusion of humans from its scheme of wildlife classification; (3) lack of activities that teach the stated concept of wildlife's intrinsic value, although each of five other stated values has 9 to 15 teaching activities; and (4) lack of activities that libustrate man's position in the "food web." Although anthropocentrism has long been a fundamental assumption of European culture, it has failed to provide a sustained, healthy biosphere. There is a place in the curriculum for materials like Project WILD, provided they are suitably labeled, but there should also be room for criticisms of anthropocentric assumptions and presentations of the biocentric view. This paper includes 20 references. (8V)

cludes 20 references. (SV)

ED 297 904

RC 016 667

Design Ideas for Play Spaces for Three to Six Year
Olds: Educational Building Digest 19.
United Nations Educational, Scientific, and Cultural Organization, Bangko (Thailand). Regional
Office for Education in Asia and the Pacific.
Pub Date—87

Note—17p.; Color accents are used for diagrams and portions of text.
Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Childrens Games, Design Crafts,
Early Childhood Education, \*Educational Facilities Design, Equipment, \*Pacifity Planning, Intermediate Grades, Outdoor Activities, Park Design,
Physical Education Facilities, Play, \*Playground
Activities, \*Playgrounds, Recreational Activities,

**RIE JAN 1989** 

Safety
This illustrated guide for designing and building children's playgrounds opens with a definition of "play space" as a joyful, safe, healthy environment which builds strong bodies and develops emotional stability. Section 1, "Why Play Spaces Are Needed," includes some observations about children's developmental needs and how those needs are being challenged by current social and economical changes. Section 2, "How Can Play Spaces Help Children Learn?" illustrates characteristics of growth-producing play space. Section 3, "General Criteria for Play Spaces," gives advice for storage and ground surfaces. Section 5, "General Criteria for Play Spaces," gives advice for storage and ground surfaces. Section 6, "Design Ideas for Flay Spaces," gives advice for storage and ground surfaces. Section 6, "General Criteria for Play Equipment," drawn implications for the design of play equipment based on (Korcan and Japenses) children's beights. Section 6, "Design Ideas For Play Equipment," is based on the use of common materials. This section also offers several pages of ideas for fixed and movesble equipment, along with some safety advice, and includes numerous detailed drawings and measurements (using the metric system) of the suggested equipment. The entire booklet is amply illustrated with drawings and pictures, and includes a list of references. (TES)

RC 016 674 ED 297 905 Ref 17 905

Heffernan, William D. Heffernan, Judith Borner

Rural Community Service Coordinator Program

Interim Evaluation.

Missouri Univ., Columbia. Extension Div.

Pub Date—1 Oct 87

Pub Date—1 Oct 87
Note—22p.
Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142)
EDRS Price - MF0I/PC01 Plus Postage.
Descriptors—Community Problems, Community Resources, Community Support, Coping, "Counseling Services, "Crisis Intervention, Emotional Disturbances, Mental Health, "Mental Health Programs, Program Development, "Program Effectiveness, "Program Evaluation, Psychiatric Services, Psychological Services, Rural Education, "Rural Extension Identifiers—Food Security Act 1985, "Missouri This is an early assessment of the Rural Community."

oracing representations of the Rural Education, "Rural Estension
Identifiers—Food Security Act 1985, "Missouri
This is an early assessment of the Rural Community Service Coordinator Program (RCSCP), organized by the University of Missouri Extension
Service using funds from the federal Food Security
Act of 1985. Five full-time coordinators were
named by area mental health officials to help rural
people cope with despair and emotional disturbsances caused by the severe economic problems of
the 1980s. This report was based on information
from 757 evaluation forms received during the first
4 months of the program. A total of 5,080 people
were counted as having been contacted directly by
coordinators, along with many unreported and informal contacts. About 50% of coordinators' activities involved one-to-one interaction with
community leaders. These contacts helped set upnetworks that enabled coordinators to pull community services together during crises. Almost 20% of
the activities identified by coordinators involved
consulting with community caregivers and service
providers, who often function in relative isolation
from one another and find themselves highly
stressed. Twenty-three percent of the coordinators'
activities involved meeting with community groups
to lead discussions or educational sessions. Eight
percent of coordinators' contacts involved crisis intervention. Program evaluators expressed desire
that the program reach more areas and that more
attention be given to changes made in the communities rather than what coordinators were doing three.
The data, however, support the view that the
RCSCP had a significant impact during its initial
term of operation. Document includes excerpts
from coordinators' reports, and one table. (TES)

Browne, Dusing Learning Styles and Native Americans. Pub Date—[86] Note—22p.

Pub Type—Information Analyses (070) — Opinion

ED 297 906

Note—22p.
Pub Type—Information Anasy—
Papers (120)
Papers (120)
EDRS Price - MF01/PC01 Plus Pestage.
Descriptors—\*American Indian Culture, \*Brain
Hemisphere Functions, \*Cognitive Style, Early
Childhood Education, \*Language Processing,
Prereading Experience, Primary Education,
Reading Difficulties, \*Reading Strategies
identifiers—Embedded Figures Test, Learning

RC 016 693

Styles Inventory, Matching Familiar Figures Test (Kagan), \*Native Americans, \*Reading Concepts, Wechsler Intelligence Scale for Children (Re-

Wechsler Intelligence Scale for Children (Revised)
This paper summarizes research on learning styles, then examines the cognitive style of Native American primary school students. Five theories of cognitive style (Dunn and Dunn, Gregorc, Kagan, Witkin, and Cohen) are examined along with the test instruments these theories have fostered. A aixth concept of cognitives style, brain hemispheric preference, is applied to a study of 197 Native American children. Testing indicates these children show greater strength in right hemisphere processing. It is suggested this hemispheric preference is encouraged by both the maturation process during early childhood and by the Native American's children are identified. A holistic approach which recognizes Native American language, culture, and recognizes Native American language, culture, and learning styles to teaching language skills is recom-mended. (CS)

ED 297 907 RC 016 695

Munro, Connie Community Schools in Alaska: FY 87 Report, Alaska State Dept. of Education, Juneau. Office of Special Services.

Pub Date—\$7

Note—\$1p.; Photographs may not reproduce well.
Pub Type—Reports - Descriptive (141) — Reports
- Evaluative (142)
EDRS Price - MF01/PC02 Plus Pustage.
Descriptors—After School Programs, Agency Cooperation, Buildings, "Community Education, Cooperative Programs, Elementary Secondary Education, Private Agencies, School Age Day Care, Volunteers
Identifiers—"Alaska"
Through Alaska's community advantage.

Care, Volunteers Identifiers—'Alaska Through Alaska's community education program, the school buildings are becoming centers for education and recreation for people of all ages before, during, and after school hours. Community education among schools, agencies, businesses, and individuals to provide effective community programs at the lowest cost possible. Volunteers are recruited and trained to participate as council members and instructors. Child care programs are provided before and after school hours for school age children of working parents. Other components of community education are: program enrichment for kindergarten through grade 12, opportunities for involvement of youth beyond the school day, and community development. The program also maximizes use of school and other public facilities. This booklet describes programs and activities, on-site monitoring, agency cooperation with the community schools, latchkey programs, and the contribution of the Alaska Department of Education to the community education program. Tables depict state funding, numbers of community achool sites, councils, and community Schools Act is also included. (DHP) ED 297 908

ED 297 908

Murruy, Sieve And Others

Effective Chapter 1 Program Improvement; Necessary Processes and Contextual Sensitivity.

Spons Agency—Northwest Regional Educational Lab, Portland, Orge,
Pub Date—Apr 38

Note—110p, Papers presented at the Annual Meeting of the American Education Research Association (New Orleans, LA, April 5-9, 1988).

Pub Type—Reports - General (140) — Collected Works - General (020)

EDRS Price - MFBI/PCUS Plus Postage.

Descriptors—Change Strategies, "Compensatory Education, Elementary Education, Federal Programs, Improvement Programs, Program Development, Program Effectiveness, "Program Inprovement, Workshops

Identifiers—Education Consolidation Improvement Act Chapter 1, "Northwest Regional Educational Laboratory, Program Adaptation, Technical Assistance Centers, United States (Northwest) RC 016 697 ED 297 908

(Northwest) This is a colle (Northwest)
This is a collection of four papers concerned with improvement of Chapter 1 programs in the northwestern United States. The first paper (Steve Murray) describes a program improvement support model presently in use. It summarizes the process of program adoption in five northwestern states and describes differences in state context that have influenced the adoption process or use of the program improvement model. The second paper (Sam Stringfield) describes the Chapter I Program Improvement Workshop Series offered by the Northwest Regional Educational Laboratory Chapter I Technical Center. Central features of the workshop series and modifications required by different states and local programs are reviewed. The third paper (Alan Davis) addresses differences in implementation of improvement of Chapter I projects at the district level. Case histories from three districts the lastrate the initial context of each project, the changes brought about while the district was involved in the improvement process, and other factors influencing the project. The changing role of leadership is seen as a central influence. The final paper (David Leitner) details one district's involvement in a Chapter I Program Improvement Project. Three major components of the program are examined; program self-assessment, the change process, and outcome data. The importance of context sensitivity for models of program improvement is emphasized. (DHP)

ED 297 909 RC 016 698

Coburn, Joseph Nelson, Steven
Characteristics of Successful Indian Students: Research and Development Program for Indian Education.

Northwest Regional Educational Lab., Portland, Oreg.

Educational

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—30 Nov 87

Contract—400-86-0006

Note—15p.

Pub Type— Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF91/POI Plus Postage.

Descriptors—"American Indian Education, "Educational Attainment, Graduate Surveys, Graduation, High Schools, Motivation, Secondary Education, "Secondary Education, Secondary Education, Secondary Education, Secondary Education, Secondary Education, Secondary Education, Student Attitudes, "Student Characteristics, Success Identifiers—Idaho, Montana, Oregon, Washington A survey was taken to identify characteristics of Indian students completing high shool. Using the regional Indian education network, 571 surveys were mailed to 1987 high school graduates; 123 surveys were returned for a 23-plus percent response rame from public and tribal schools, urban and rural, in Oregon, Washington, Idaho, and Montana. Responses came from public and tribal schools, urban and rural, in Oregon, Washington, Idaho, and Montana. Responses showed a variety of student types. Half of the students surveyed were involved in sports, 35% in church activities, 25% in tribal activities, and 15% in civic organizations. Their average cumulative grade point average was 2.86. Eighty-two percent of students identified teachers as most influential in their success. Forty-seven percent also identified connectors and 35% identified coachers as influential in their success. Forty-seven percent also identified counselors and 35% in church schizulations. These teachers made school interesting, and inspired and challenged the students, while maintaining high expectations. The most helpful teachers were those who gave help willingly, were open-minded, encouraged goal setting, were supportive when students failed, but complimented them when they did well. Half of the Indian students surveyed ascribed their motivation to finish high school to the reward of

RC 016 699 ED 297 910 ED 297 910

RC 016 699

Beyer, Francine S. Smey-Richman, Barbara
Addressing the "At-Risk" Challenge in the Nonurban Setting,
Research for Better Schools, Inc., Philadelphia, Pa.
Spons Agency—Office of Educational Research
and Improvement (ED), Washington, DC.
Pub Date—Mar 88
Contract—400-86-0003
Note—160, Paper, presented at the Annual Mesti-

Contract -- 400-80-0003 Note-14p.; Paper presented at the Annual Meet-ing of the American Educational Research Asso-ciation (New Orleans, LA, April 5-9, 1988). Pub Type-Speeches/Meeting Papers (150) — Re-ports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Administrator Attitudes, \*Attitude Measures, Elementary Secondary Education, 'High Risk Students, Low Achievement, Needs Assessment, \*Rural Schools, School Effectiveness, \*Suburban Schools, Surveys, \*Teacher Attitudes

Assessment, \*\*Rurai Schools, School Effectiveness, \*Suburban Schools, Surveys, \*Teacher Attitudes
Based on the assumption that the problem of the
at-risk, low-achieving student lies at least in part
with staff attitudes, the Special Populations Project
at Research for Better Schools developed a surveyinstrument to measure staff attitudes and perceptions. The "Assessment of School Needs for Low
Achieving Students: Staff Survey" includes nine
scales: Classroom Management, Instruction, Parent
Involvement, Principal Leadership, School Climate,
School Programs, Staff Development, Student Involvement in Learning, and Teacher Expectations.
To complete the survey, respondents rate their
opinion or experience using a five-point Likert scale
on the 228 individual items. The survey was field
tested with 228 achool staff from four nonurban
schools in the mid-Atlantic region. When items with
correlations below .50 were eliminated the items
across the nine scales were reduced to 177. In interpreting the average mean score for each scale, lower
scores reflect areas of higher need. Computed
means for the nine scales ranged from 2.6 for Parent
Involvement to 3.5 for Classroom Management.
Overall staff perceived relatively more need in four
areas, Parent Involvement, School Climate, Student
Involvement in Learning, and Staff Development.
Comparisons of individual school profiles indicate
high consistency across the four schools except that
elementary achool teachers identified Principal
Leadership as a top priority. The document concludes that this staff survey is a reliable instrument
for prioritizing perceived staff needs for support in
addressing the population of nonurban students at
risk for poor academic achievement or failure.
(DHP) (DHP)

ED 297 911

Guerena, Salvador, Comp. Gonzalez, Raquel
Quiroz, Comp.

Oicaneoz, A Checklist of Current Materials, No. 1,
January-June 1985.

Spons Agency—California Univ., Santa Barbara.
University Library.

Pub Date—85

Note—85. For 1984 checklists are ED 257 619.

Note—28p.; For 1984 checklists, see ED 257 619. Pub Type— Reference Materials - Bibliographies (131)

Pub Type— Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Pestage.
Descriptors—Cultural Background, Ethnic Studies, Hispanic American Culture, Hispanic American Culture, Hispanic American Literature, Hispanic Americans, "Latin American Literature, Hispanic American S'Latin American Literature, Materials, Mexican American Education, Mexican American History, Mexican Americans Education, Mexican American History, Mexican Americans, "Reading Materials," Reference Materials Identifiers—Chicano Literature, Chicanos, "Chicanos Lidentifiers—Chicano Literature, Chicanos, "Chicanos Studies, "Coleccion Tioque Nahuaque, This bibliography contains entries for 230 items in the field of Chicano Area Studies by the Coleccion Tioque Nahuaque, within the Library of the University of California at Santa Barbara. Books and booklets are listed which contain materials on a number of areas including art, arts and crafts, bibliographies, biblingual education, border studies, cookery dictionaries, economics, education, emigration and immigration, Mexican films, fine arts, folklore, genealogy, gerontology, guides and directories, history, Mexican history, language, libraries, literature, Mexican literature, media, medicinal plants, medicine, mental health, Mexican laws and statutes, music, psychology, sociology, theater, U.S.-Mexican relations, and women. Entries in Spanish as well as English are included. (DHP)

ED 297 912 RC 016 701 Guerena. Salvador, Comp. Gonzalez, Raquel Quiroz, Comp. Olicanos: A Checklist of Current Materials, Nos. 1-2, January-December 1986. California Univ., Santa Barbars. University Library.

Pub Date—86

Note—37p.; For 1985 checklist, see RC 016 700.

Pub Type— Reference Materials - Bibliographies
(131)

EDRS Price - MF01/PC02 Plus Pustage.

Descriptors—Books, Cultural Background, Ethnic
Groups, Ethnic Studies, Foreign Language Books,

"Hispanic American Literature, "Latin American
Literature, Library Collections, "Library Materials, Publications, "Reading Materials, "Reference

Materials, Spanish Speaking
Identifiers—Chicano Literature, Chicanos, \*Chicano Studies, \*Coleccion Tloque Nahusque
This serial publication covers the period from January to December 1986, citing 308 entries in the
field of Chicano Area Studies by the Coleccion
Tloque Nahusque, within the Library of the University of California at Santa Barbara. The materials,
published between 1926 and 1986, are listed by categories and presented alphabetically by author. The
categories are: Agricultural Labor, Arts & Crafts,
Bibliographies, Bioigraphies, Book Industries, Border Studies, Building Construction, Cookery, Counseling, Dance, Dictionaries, Education, Emigration
& Immigration, Fine Arts, Folklore, Guides & Directories, Health Care, History & Collections, Literature, Literature (Mexico), Media, Military Science, Music, Photography, Political Science,
Psychology, Religion, Science, Social Sciences &
Economics, Sociology, Technology, and Women.
(TES)

RC 016 702 tission of Indian Affairs 1986-87 ED 297 913

ED 29/ >zw.
Arizona Commission of Inum
Annual Report.
Annual Report.
Annual Report. Note—26p.; For the 1985-86 annual report, see ED 275 465.

273 465.

Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors— American Indian Reservations,
"American Indians, Budgets, "Cultural Awareness, Land Use, Mining, Organizational Effectiveness,
- "Program Evaluation, Program
Proposals, Self Determination, State Agencies,
State Government, Veterans
Identifiers—"Arizona Commission of Indian Affairs, State Tribal Relationship
This annual report includes a list of commission

State Ooverment, eterransison of Indian Affairs, State Tribal Relationship
This annual report includes a list of commission membership and staff; a map of state Indian reservations; a table of reservation acreages and populations; a list of commission meetings and those in attendance; a list of 1986-87 commission publications and an agency financial report. A section of "commission highlights" summarizes nine issues acted upon by the agency during the year. Prominent among these is the issue of the Havasupai Tribe and the Energy Fuels Nuclear Inc. of Denver, Colorado. The commission passed a resolution supporting tribal opposition to proposed uranium or commission by the Energy Fuels on land considered sacred by the tribe. The commission also passed another resolution concerning uranium mining in Northern Arizona opposed by the Kaibab-Paiute Tribe. Both resolutions are included in the report, along with a third urging Congress to seek ways of providing veterans home-loan benefits to American Indian veterans living on reservations. There is also a list of five commission goals and a discussion of progress on each. The goals include: (1) fostering a cooperative working relationship with tribal and government leaders on issues of jurisdiction, water resources, and economic development; (2) researching and printing a study of Indians' impact on Arizona's economy; (3) developing and circulating a tribal directory, including a synopsis of legislative process and the issue of funding; and (5) developing an annual report for presentation to the governor, legislators and tribal leaders. (TES)

ED 297 914 RC 016 705 Berman, Matthew Foster, Karen Pyle
Powerty and Public Assistance among Alaska Natives: Implications for 1991.
Alaska Univ., Anchorage. Inst. of Social and Eco-

nomic Research.
Pub Date—25 Apr 86
Note—43p.; This report was prepared for the
Alaska Federation of Natives.
Pub Type—Reports - Research (143)
EDRS Price - MP01 Plus Postage. PC Not Avail-

EDRS Price - MP01 Plus Postage. PC Not Avail-able from EDRS.

Descriptors—\*Alaska Natives, Economically Dis-advantaged, Ethnic Groups, \*Federal Programs, \*Land Acquisition, \*Cegialation, Low Income, Ownership, Poverty, \*Poverty Programs, Prob-lems, Public Policy, Rural American Indians, Weifare Services Identifiers—Alaska, \*Alaska Native Claims Settle-ment Act 1972.

The Alaska Native Claims Settlement Act
(ANCSA) distributed 44 million acres of land and

Document Resumes

nearly \$1 billion to Alaska Natives. The land and equity is currently being held by 12 regional corporations and 150 village corporations formed by the act. Native shareholders, however, will be free to sell their stock in these corporations for the first time on Dec. 31, 1991. This report addresses the magnitude of the potential problem posed for Native Alaskans receiving public assistance, should they exercise this option, noting that as many as 40 percent of low-income Native stockholders will be inclined to sell their stock since owning stock in the corporations could make them incligible for public assistance programs. Relying primarily on data from public service agencies, the report discusses state of federal assistance programs for low-income Alaskans and outlines eligibility criteris for each, paying attention to assets that might affect Native corporation stockholders. Data on recent enrollments and trends in public assistance among Native Alaskans are examined. It was found that poverty among Alaska Natives continues to be widespread, and that almost all rural Alaskans receiving public assistance in early 1986 were Natives. It is concluded that the sale of 40 percent of the stock would have the effect of dissipating the benefits for Native Alaskans of the ANCSA, not only for those who sell, but possibly for all Natives. Eleven tables and a list of references are included. Two appendixes provide data on financial eligibility criteris for Alaska public assistance programs and on families below poverty level with and without public assistance income, native/non-native by census area, 1979. (TES)

ED 297 915 RC 016 722

ED 297 915

RC 016 72

Mu'min, Ridgely A.
Factors Influencing the Interstate Distribution of
Human Capital,
Pub Date—[83]
Note—16p.
Pub Type— Reports - Research (143)
EDRS Price - MP01/PC01 Plus Pustage.
Descriptors—Comparative Analysis, \*Difference
\*Educational Attairment, Educational Econom
ics, Higher Education, High Schools, \*Huma
Capital, \*Labor Force, Public Policy, \*Region
Characteristics
dentifiers—Alaska. \*Defense Contracts. Kentuck

Capital, \*Labor Force, Public Policy, \*Regional Characteristics Identifiers—Alaska, \*Defense Contracts, Kentucky The interstate distribution of defense contract swards may both influence and be influenced by regional differences in educational attainment levies. Data from the 1980 census indicate that the level of educational attainment of adult workers was lowest in Kentucky and highest in Alaska. Statistical analysis of the relationships between this educational difference and the dollar values of defense contracts awarded before and after 1980 showed that 1980 educational level was significantly related to past defense contract awards at the .05 level, and future defense contract awards at the .05 level, and future defense contract awards at the .05 level, in a breakdown of the education variable, future contracts were related to percentages of both high school and college graduates, but past contracts were related only to the college variable. In this context, defense contracts can be an indicator of the effects of "high tech" industries in general on a work force. The distribution of defense contracts may affect the educational level of a state's work force by triggering the migration of highly-akilled and educated workers. Policy makers should consider defense contracts as a possible lever to improve their state's stock of human capital. The report contains four statistical tables and seven references. (SV) ED 297 916

ED 297 916 RC 016 723 Mu'min, Ridgely A. And Others
Public Perceptions of Agriculture: The Role of
Government, Support for the Family Farm and
Support of Domestic Food Programs.

Pablic Perceptions of Agriculture: The Role of Government, Support for the Family Farm and Support of Domestic Food Programs.

Pub Date—3 Feb 88

Note—31p; Paper presented at the Annual Meeting of the Southern Association of Agricultural Scientists (85th, New Orleans, LA, January 31-February 3, 1988).

Pub Type—Reports - Research (143)—Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Agriculture, Farmers, "Majority Attitudes, "Minority Groups, Place of Residence, "Political Attitudes, "Public Opinion, Public Policy, "Rural Urban Differences, Social Attitudes Identifiers—Farm Policy, Food Distribution Programs, Food Stamp Program

There are few racial or urban/rural differences in public attitudes toward agriculture and government.

public attitudes toward agriculture and government agricultural policies. The Farming in American Life

Study, a collaborative effort by 14 land grant institutions in the South and Midwest, gathered 3,239 completed questionnaires from a national stratified random sample for a completion rate of 46 percent. Statistical weighting made respondent categories representative of national proportions. In general, perceptions about agriculture were favorable, with no salient differences by race or residence. However, minority group members were significantly mure likely to support government food programs than majority group members. Differences on many issues tend to be greater between urban and rural minorities than between urban and rural minorities, urban minorities the less likely to support government price supports and the preservation of the family farm, and more likely to support farm ownership the farm operator, payment of higher taxes by corporate farms, and government policies associated with low food prices. Several contradictory results suggest a lack of understanding by all groups of the relationships among food prices, prices paid to the farmer, food programs, and farm support programs. The report includes 8 data tables and 19 references. (SV)

ED 297 917 RC 016 724

ED 297 917
Taylor, Gene
Hands on Science.
Pub Date—1 Apr 88
Note—7p.; Paper presented at the Annual Conference of the Council for Exceptional Children (66th, Washington, D.C., March 24-April 1, 1989).
Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141) — Guides - Classroom - Teacher (052)
EDRS Price - MF9L/PC01 Plus Pestage.
Descriptors—4 American Indian Culture, American Indian Education, Elementary Education, "Elementary School Science, "Experiential Learning, Instructional Innovation, Science Activities, "Science Instruction, Student Attitudes, "Teaching Methods

Instructional Innovation, Science Activities, \*Science Instruction, Student Attitudes, \*Teaching Methods
Teaching science at the elementary achool level requires an experiential approach to engage students' interest. One teacher at a small American Indian tribal school volunteered to teach one science lesson per week to each elementary class. Untrained in the techniques of teaching science to young children, he began with a discussion of the four steps of the scientific process question, hypothesis, testing, interpretation. Student boredom and teacher despair led him to attempt a physical demonstration simulating a dust explosion in a grain elevator. This demonstration illustrated the steps of the scientific process and created student enthusiasm and involvement. Currently, most contemporary scientific knowledge is passed on via textbooks and rote memorization. In contrast, ancient Indian science was practical, involved a working knowledge of the environment, and was passed on to new generations via stories, games, and the experiences of daily life. Experiential instruction of contemporary acience can be compatible with the native American viewpoint by using ordinary life experiences, shared in a scientific context. Such an approach requires an enthusiastic and innovative teacher but is well worth the extra effort. The report includes three references. (SV)

RC 016 725

Teaching in Yukon.
Yukon Dept. of Education, White Horse.
Pub Date—[87]
Note—25p.; Contains photographs that may not re-

Pub Date—[87]
Note—25p; Contains photographs that may not reproduce well.

Language—English; French
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF91/PCDI Plus Pestage.

Descriptors—Elementary Secondary Education,
\*Bimpioyment Opportunities, Foreign Countries,
\*Rural Areas, \*Rural Schools, Small Schools,
\*Teacher Employment, Teacher Employment
Benefits, \*Teacher Recruitment
Identifiers—\*Yukon Territory
This pamphlet provides information for teachers
contemplating employment in Yukon Territory,
Canada. A preface briefly describes the political history and government of the Yukon, and emphasize
the frontier nature of the region. In both English and
French, the paper discusses the curriculum, school
terms and vacations, the Yukon Teachers' Association, teacher qualifications, the Teacher Qualification Board, salaries, appointments and terminations,
resignations, moving expenses, government accompotation for teachers in rural area, living condi-

tions, citizenship regulations, and benefits. The out-line gives details on the Canada Pension Plan; the Public Service Superannuation Act, and disability, life, and medical insurance plans. Profiles of White-horse and the 14 rural settlements served cover lo-cation possible of the profiles of whitelife, and medical insurance plans. Profiles of White-horse and the 14 rural settlements served cover lo-cation, population, student enrollment, number of teachers and teacher aids, transportation and com-numications services, health services, and recre-ational activities. The pamphlet includes numerous photographs and a table of long-term climatic data for four Yukon and nine other Canadian locations.

ED 297 919 RC 016 726

RC 016 /2
Reinke, Joyce M.
More with Four: A Look at the Four Day Week in
Oregon's Small Schools.
Oregon State Dept. of Education, Salem.
Pub Date—31 Mar 87

Oregon's Small Schools.
Oregon State Dept. of Education, Salem.
Pub Date—31 Mar 87
Note—21p.; Paper presented at the Rural Education Symposium (Washington, DC, March 30-31, 1987). Appendix contains state regulations that may serve as a model for similar programs.
Pub Type— Reports — Evaluative (142) — Specches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plas Postage.
Descriptors—Educational Innovation, Elementary Secondary Education, Parent School Relationship, "Retrenchment, "Rural Schools, School District Spending, "School School School State School District Relationship Identifiers—Four and One Half Day School Week, "Four Day School Week, "Oregon
The 4-day school week offers solutions to the financial and instructional problems often faced by small rural schools. Two southern Oregon schools implemented the 4-day school week on a trial basis in 1982-83 and, along with five eastern Oregon districts, continue to use this schedule today. The primary purpose of the change to a 4-day week was reduction in cost. According to the enthusiastic responses of parents, staff, and students on annual surveys, the 4-day week produced: (1) a 15% to 23% reduction in transportation costs plus additional savings in energy costs and nonteacher salaries; (2) more actual learning time due to leas set-up time and fewer interruptions; (3) more time for staff development, extracurricular activities, and family business; (4) less student and teacher absenteeism; (5) higher teacher morale and student enthusiasm; (6) more parental involvement; and (7) no adverse effects on student achievement. The following disadvantages have been noted: (1) difficulties if restoration of the 5-day week is desired; (2) increased costs for some parents; (3) increased teacher stress; (4) tiredness in younger children; (5) the impact of holidays on the schedule; and (6) concerns about the national movement toward a longer school year. An additional three eastern Oregon districts have successfully implemented a four and one half-day week. The appendix inclu

ED 297 920 RC 016 730 Velfare Eligibility: Programs Trent Indian Trib Trust Fund Report to Congressional Comm

ral Accounting Office, Washington, D.C. Div. of Human Resources.

Report No.—GAO/HRD-88-38

Pub Date—May 88

Report No.—GAO/HRD-88-38
Pub Date—May 88
Note—67p.
Available from—U. S. General Accounting Office,
P.O. Box 6015, Gaithersburg, MD 20877 (first 5
copies free; additional copies \$2.00 each; 25% discount on orders of 100 or more).
Pub Type—Reports - Evaluative (142)
EDRS Price - MF01/PO3 Plus Postage.
Descriptors—"American Indians, Federal Indian
Relationship, "Federal Legislation, Financial Policy, Financial Services, Financial Support, Money
Management, "Program Administration, Program Budgeting, Program Evaluation, "Public
Policy, Resource Allocation, Tribes, Trust Responsibility (Government), "Trusts (Financial),
"Wetfare Services
Identifiers—Aid to Families with Dependent Children, Budget Reconciliation Act, Bureau of
Indian Affairs, Department of Agriculture, Department of Health and Human Services, Department of Housing and Urban Development,
Department of Health and Human Services, Department of Housing and Urban Development,
Opentrates of the Interior, Food Stamp Program,
"General Accounting Office, Supplemental Security Income Program, Veterans Administration

This report was sought by the Conference Committee on the Consolidated Omnibus Budget Reconciliation Act of 1985, concerned that federal law allows payments from tribal trust funds to be excluded when determining eligibility for welfare benefits to American Indians. Applicable federal laws cluded when determining eligibility for welfare benefits to American Indians. Applicable federal laws and eligibility policies were reviewed to determine the treatment of tribal trust fund distributions and purchases made with such distributions by six welfare programs: Aid to Families with Dependent Children (AFDC); Supplemental Security Income (SSI); Food Stamps; Pensions for Needy Veterans, their Dependents and Survivors; the Indian housing component of Lower Income Housing Assistance; and the Bureau of Indian Affairs' General Assistance, it was found that for the four non-Social Security programs, guidance on a legislated \$2,000 exclusion varied and was sometimes unclear. There was some inconsistency with federal laws in the treatment of such exclusions at the local level. The report recommended that Congress clarify the \$2,000 exclusion required by the Judgment Funds Distribution Act and consider whether it is appropriate to require tribal trust fund awards and purchases to be treated differently under Social Security programs than under other welfare programs. The report also recommended that agency secretaries review welfare program policies to ensure consistent treatment of tribal trust fund distributions. The report includes tables, distribution figures and comments from affected agencies: the Department of Agriculture, the Department of Housing and Urban Development, Department of Housing and Pother and Administration. (TES)

Indian Affairs: Statistical Data on Indian Rights
Cases Handled by Justice. Fact Sheet for the
Honorable Harry Reid, U.S. Senate.
General Accounting Office, Washington, D.C. Resources, Community, and Economic Development Div.

Report No.—GAO/RCED-88-153FS Pub Date—Apr 88

Pub Date—Apr 88
Note—11p.
Available from—U.S. General Accounting Office,
P.O. Box 6015, Gaithersburg, MD 20877 (first 5copies free; additional copies \$2.00 each; 25% discount on orders of 100 or more copies).
Pub Type—Numerical/Quantitative Data (110)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—"American Indians, Civil Rights,
Clerical Workers, "Court Litigation, Federal
Indian Relationship, "Government Role, Lawyers, "Legal Aid, "Legal Costs, "Program Costs,
Salaries
Identifiers—"Department of Justice, General Accounting Office

Salaries

Identifiers—"Department of Justice, General Accounting Office
This fact sheet was written in response to a Senatorial request for information that would quantify litigation costs, in time and money, associated with federal efforts to defend and promote the rights of American Indians from 1982 through 1987. Costs incurred on behalf of Alaskan Natives were to be excluded in the report. It was found that for fiscal years 1982 through 1987, the Indian Resources Section of the Justice Department spent about \$5.1 million to carry out its mission of litigating Indian rights cases. Of that amount, about \$3.9 million was for personnel compensation and benefits while the remaining \$1.2 million was for other expenses. The funds supported approximately 10 attorneys and 4 staff members each year, or \$4,638 staff hours on 654 cases for the 6-year period. The information is contained in a response letter and in several statistical tables showing data on Indian Rights cases handled by Justice's Indian Resources Section. The tables show numbers and status of Indian cases, hours attorneys worked, staff and salary costs, and costs of expenses. A list of major of contributors to the fact sheet is included. (TES)

RC 016 732 ED 297 922

ED 297 922 RC 016 732

Edmonds, E. L

The Small Rural Schools of Prince Edward Island.
Pub Date—[81]

Note—40p.; Appendix may not reproduce well.
Pub Type—Reports - Descriptive (141) — Historical Materials (060)

EDRS Price - MP01/PC02 Plus Postage.
Descriptors—\*Clasaroom Environment, Consolidated Schools, Educational Facilities, Elementary Education, \*Elementary Schools, Foreign Countries, Institutional Characteristics, Multigraded Classes, \*Rural Schools, \*School Attigraded Classes, \*Rural Schools, \*School Atti-

tudes, \*School Closing, School Surveys, \*Small Schools, Student Attitudes, Teacher Attitudes, Teacher Characteristics sentifiers \*Prince Edward Island

Schools, Student Attitudes, Teacher Attitudes, Teacher Characteristics Identifiers—Prince Edward Island In 1973, there were 56 one- and two-room elementary schools in Prince Edward Island (Canada). As part of a descriptive survey of these schools, now closed by consolidation, researchers visited each school in 1973 and recorded details of the buildings, facilities, and school organizations. Teachers from 47 schools and their 737 students in grades 4-8 completed questionnaires assessing their opinions of the learning environment in their schools. Most schools were one story, wooden structures on concrete foundations, located in the countryside near villages and heated by oil space heaters or furnaces. Only 22 and cold running water and only 16 had telephones, whereas 9 lacked electricity. Playgrounds were relatively undeveloped, with little equipment. Most teachers were women and had qualifications equal to provincial averages; over half were below age 40 and had at least 10 years experience. Teachers treated the small school as superior to larger schools in the areas of instructional resources and extracurricular activities. Students rated their classrooms as high in social cohesiveness and competition. The document asserts that the results disprove many preconsolidation claims made against small schools by the provincial Department of Education. The report includes one vision of the ideal three classroom school, and 76 references. (SV)

RC 016 734

ED 297 923 RC 016 734
Poli Bonnie Fluker, Sam S.
Pesticide Safety for Non-Certified Mixers, Loaders and Applicators = Uso Segure de Pesticidas
para Mezciadores, Cargadores y Aplicadores no
Certificados.
Florida Univ., Gainesville. Florida Cooperative Extension Service.

Certificasios.

Plorida Univ., Gainesville. Florida Cooperative Extension Service.

Spons Agency—Environmental Protection Agency, Washington, D.C. Office of Pesticide Programs. Pub Date—Sep 86

Note—32p; Accompanying slide-tape program available from —Pesticide Farm Safety Staff (TS-757C), Office of Pesticide Programs, U.S. Environmental Protection Agency, 401 M St., S.W., Washington, DC 20460.

Language—English; Spanish
Pub Type—Cuides - Non-Classroom (055) — Multilingual/Bilingual Materials (171)

EDRS Price - MP01/PC02 Plus Postage.

Descriptors—Adult Education, \*Agricultural Laborers, \*Agricultural Safety, \*Parm Labor, First Aid, Hygiene, Occupational Safety and Health, \*Pesticides, \*Poisoning, \*Safety Education Identifiers—Environmental Protection Agency Written in English and Spanish and completely illustrated, this manual provides basic safety information for pesticide workers. Mixers, loaders, and applicators work with pesticides at their greatest strength and have the highest risk of poisoning. Understanding the pesticide label is the first step to pesticide safety. The words "danger," "warning," or "caution" on the label indicate how poisonous a pesticide is and what type of protective clothing or equipment to use. "Restricted use" peaticides as setting the restricted use "pesticides and supplicators of the safety indicates the pesticide pisononing, the proper use of protective clothing and equipment, hygiene rules for pesticide handlers, safe and unsafe pesticide protection Sepacy offices. First aid instructions cover accidents involving exposure to pesticide prosoning, and the locations of Environmental Protection Agency offices. First aid instructions cover accidents involving exposure to pesticide puses, ingestion of pesticide, and pesticide in the eyes. (SV)

ED 297 924

RC 016 737

Indian Education. Hearing on S.1645 To Reauthorize Certain Indian Educational Programs before the Select Committee on Indian Affairs.

United States Senate, One Hundredth Congress, First Session (Pine Ridge, South Dakota, August 17, 1987).

17, 1987).
Congress of the U.S., Washington, D.C. Senate Select Committee on Indian Affairs.
Report No.—Senate-Hrg-100-429-Pt-1
Pub Date—88

**RIE JAN 1985** 

Note—194p.; Portions of document contain small print. For Part 2, see RC 016 738.

Available from—Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MFDI/PC08 Plus Postage.
Descriptors—Access to Education, \*American Indian Education, American Indian Reservations, \*Federal Aid, \*Federal Indian Relationship, Federal Legislation, \*Financial Problems, Government Role, Grants, Hearings, Primary Sources, \*School Punds, Tribal Sovereignty, Tribes, Trust Responsibility (Government)
Identifiers—Bureau of Indian Affairs, \*Bureau of Indian Affairs Schools, Coagress 100th, \*Indian Education Act Amendments 1987, Navajo Community College AZ, Oglala Lakota College SD, Pine Ridge Indian Reservation SD, Tribally Controlled Schools

This hearing before the Select Committee on

Pine Ridge Indian Reservation SD, Tribally Controlled Schools

This hearing before the Select Committee on Indian Affairs (United States Senate) concerns a bill (S. 1645) to: (1) resultorize funding for Bureau of Indian Affairs (BlA) schools and dormitory facilistics; (2) prevent termination or alteration of BIA-funded schools except by specific provision and (3) require full disclosure to the tribal governing body of any relevant action under consideration by the Department of Interior or BIA. The bill also covers modifications to the funding formula for BIA schools, coordination of educational programs between BIA schools and public schools, extension of gifted and talented programs, details of funding for Navajo Community College, and policies on consultation between the Department of Interior and Indian tribes and organizations. In this hearing, participants criticize the BIA for denying the Indian people an effective voice in BIa programs, and supports Indian self determination through grants to tribally controlled schools. South Dakota Senator Daschle, a bill sponsor, stated that this bill is a reaction to BIA annual budget recommendations containing initiatives offensive to tribal leaders, proposed without tribal consultation. Other statements came from representatives of tribal councils. taining initiatives offensive to tribal leaders, proposed without tribal consultation. Other state-ments came from representatives of tribal councils, tribally controlled colleges and schools, and tribal education departments, and addressed the decline in Indian education funding since 1981, the need for programs to teach tribal government, and for programs to teach tribal government, and for programs to deal with alcohol and drug problems, cash-flow problems, geographic attendance boundaries proposed by BIA, the new library and learning resource center to be built at Oglala Lakota College (OLC), and OLC statistics and budget. (SV)

Oglala Lakota College (OLC), and OLC statistics and budget. (SV)

ED 297 925

Indian Education-Part 2. Hearing on S.1645 To Reauthoriza Certain Indian Educational Programs, before the Select Cosmittee on Indian Affairs. United States Seante, One Hundredth Congress, First Session (September 29, 1987).

Congress of the U.S., Washington, D.C. Senate Select Committee on Indian Affairs.

Report No.—Senate-Hrg-100-429-Pt-2

Pub Date.—88

Note—274p.; Portions of document contain small print. For Part 1, see RC 016 737.

Available from.—Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Legal/Legislative/Regulatory Materials (909)

EDRS Price - MF01-PC11 Plus Pestage.

Descriptors.—Access to Education, \*American Indian Education, American Indian Reservations, \*Federal Aid, \*Federal Indian Relationship, Federal Legislation, \*Financial Problems, Government Role, Grants, Hearings, Primary Sources, \*School Punds, Tribal Sovereignty, Tribes, Trust Responsibility (Government)

Identifiers—Bureau of Indian Affairs, \*Bureau of Indian Affairs Schools, Congress 100th, \*Indian Education Act Amendments 1987, Navajo (Nation), Navajo Community College AZ, Tribally Controlled Schools

This hearing concerns a bill (S.1645) to: (1) reauthorize funding for Bureau of Indian Affairs (BIA) schools and dormitory facilities, (2) prevent termination or alteration of BIA-funded schools except the tribal governing bodies, and (3) require full disclosure to the tribal governing bodies, and (3) require full disclosure to the tribal governing bodies, and (3) require full disclosure to the tribal governing bod of any relevant sction under consideration by the Department of Interior of

BIA. The bill also covers modifications to the funding formula for BIA schools, coordination of educational programs between BIA schools and public schools, extension of gifted and talented programs, details of funding for Navajo Community College, and policies on consultation between the Department of Interior and Indian tribes and organizations. Congress criticizes the BIA for denying the Indian people an effective voice in BIA programs, and supports Indian self-determination through grants to tribally controlled schools. New Mexico Senstor DeConcini, a bill sponsor, stated that this bill is a reaction to recent BIA proposals made with tribal consultation. Statements came from sensators and from representatives of the Department of Education, anational Indian organizations, and tribal councils, schools, and education departments, and addressed the principle of direct governments to government consultation on education issues, the failure of BIA to maintain the quality of Indian education, funding problems of cooperative schools integrating BIA to maintain the quality of Indian education, funding problems of cooperative schools integrating BIA on maintain the quality of Indian education, funding problems of cooperative schools integrating BIA on maintain the puality of Indian education, funding problems. The Department of Interior statement strongly opposed enactment of the bill. (SV)

ED 297 926 RC 016 743

ED 297 926

Rochs, Larry G.

Toward Improving Rural Schools with Implications for the Teaching of Science.

Spons Agency—Carnegie Corp. of New York, N.Y.; Johnson Foundation, Inc., Racine, Wis.

Pub Date—Jul 88

Note—249.

Pub Type—Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF91/PC11 Plus Pestage.

Descriptors—Achievement Rating, Community Development, Community Support, Education, Plural Education, Plural Education, Plural Education, Plural Schools, Rural Urban Differences, Rural Youth, School Community Relationship, "School Effectiveness, School Size, Science Curriculum, "Science Education, Science Instruction, Science Programs, Small Schools, Technical Assistance Identifiers—Kansas, "Reform Efforts, "Science Skillers—Kansas, "Reform Efforts, Skillers—Kansas, Skill

Identifiers—Kansas, \*Reform Efforts, \*Science Skills
This paper studies the needs and strengths of rural schools with the intent of improving rural science education. It examines the history of rural schools, and posits a rural-to-urban continuum of characteristics, citing studies that indicate rural schools are more effective in some ways than urban schools. The paper looks at needs of rural/small schools and the reasons those needs exist. Included is a list of recommendations by Kansas science teachers for addressing the needs of science educators generally. Also examined are the dynamics of change in rural schools and claims that many reform efforts have failed for lack of community consensus. Planning must be broad-based; technical assistance for implementation must be available to teachers; and change must be supported at the institutional level. Innovative approaches linking schools to their communities are suggested. Funding mechanisms are discussed. Conclusions are then synthesized from several other studies for improving science education in rural schools. Resources from outside the rural community will be needed, but sustained change will require support at the community level. This document includes reference list and tables. (TES)

ED 297 927

Young, Malcolm B. and Others

Academic Performance of Limited-English-Proficient Indian Elementary Students in Reservation Schools: Year Two Report of the National Evaluation of Services for Limited-English-Proficient Native American Students.

Development Associates, Inc., Arlington, Va.; Research Triangle Inst., Research Triangle Park, N.C.

Stopps Associates, Prof. P

Spons Agency—Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.

Pub Date—Mar 86
Contract—300-85-0175
Note—110p.; For related document, see RC 016

747.
Pub Type— Reports - Evaluative (142) — Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—\*Achievement Tests, \*American

Indian Education, American Indian Languages, Aptitude Tests, Bilingual Education, "Elementary Education, English (Second Language), Ethnic Groupe, Evaluation, Language Dominance, Language Proficiency, "Language Skills, "Limited English Speaking, Longitudinal Studies, Mathematics Education, "Mathematics Skills, Native Speakers, Public Schools, Rural Education, Tests Identifiers—Bareau of Indian Affairs Schools, Tribally Controlled Schools
This report describes results of a study of academic performance by American Indian elementary school students with limited-English proficiency (LEP). The study was designed to complement the National Longitudinal Evaluation of the Effectiveness of Services for Language Minority Limited-English-Proficient Students, which was also conducted for the Department of Education, but which did not include Native American students. This report summarizes the results of the second year of the two-year study of performance of LEP American Indian students. It include public schools, tribally controlled schools, and one school controlled vy the federal Bureau of Indian Affairs. Researchers assessed the extent to which Indian languages and the students in the study scored substantially below the national average on standardized achievement tests in mathematics and English are used at home and during school. Overall, the students participating in the study scored substantially below the mational average on standardized achievement tests in mathematics and English. Indian students scored lower on math subtests than did students in the main LEP study, even though their English oral proficiency ratings were higher. Several variables are examined but the report suggests Indian students' low test scores are included. There is a glossar, and appendixes describing the study's design, methodology, data, and the "technical advisory panel members." (Author/TES)

ED 297 928 RC 016 747

Ruder, Blair A. And Others

Instructional Services for Native American Students with Limited-English-Proficiency: Year

One Report of the National Evaluation of Services for Limited-English-Proficient Native

American Students.

Development Associates, Inc., Arlington, Va.; Re-search Triangle Inst., Research Triangle Park, N.C.

N.C.
Spons Agency—Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
Pub Data—Feb 88
Contract—300-85-0175

Note-269p.; For related document, see RC 016

746.
Pub Type—Reports - Evaluative (142) — Reports - Research (143)
EDRS Price - MF91/PC11 Plus Postage.
Descriptors—"Achievement Testa, "American Indian Education, American Indian Languages, Aptitude Tests, Bilingual Education, "Elementary Education, English (Second Language). Ethnic Groups, Evaluation, Grade 1, Grade 3, Individual Needs, Language Exhiis (Groups, Evaluation, Grade 1, Grade 3, Individual Needs, Language Skills, "Limited English Speaking, Longitudinal Studies, Mathematics Education, "Mathematics Skills, Native Speakers, Rural Education, Test Results, Tests Identifiers—Native Americans, Stanford Achievement Tests

Identifiers—Native Americans, Stanford Achievement Tests.

This report is part of a study of academic performance by American Indian elementary achool students with limited-English proficiency (LEP). The study was designed to complement the National Longitudinal Evaluation of the Effectiveness of Services for Language Minority Limited-English-Proficient (LM-LEP) Students, which did not include Native American students. The document summarizes results of the first year of a two-year study. It includes results of data collection from 23 projects, with students from 16 different tribes and 18 different language groups. The document describes American Indian bilingual education projects, their criteria, and the instruction generally received by Indian LEP elementary students. The Stanford Achievement Test (SAT) was used as a measure of Academic schievement of first- and third-grade American Indian LEP students. The students scored somewhat higher on vocabulary and reading

comprehension than students in the national LM-LEP study, but slightly lower in math. It is moted that students receiving special instruction in English were most likely to have low SAT acores, suggesting the special services are being directed toward those who are most in need of them. The report contends Indian students in rural schools have serious educational problems. Although the students have average or better than-average cademic aptitudes, they performed poorly on standardized achievement tests. A comprehensive assessment of the schools the students attend is recommended. Graphs, charts and references are included. (Author/TES)

## SE

SE 046 595 ED 297 929 Teacher's Guide to Advanced Plac Biology. College Board, New York, NY. Pub Date—84

Note—96p. Available from

Pub Date—84
Note—96p.
Available from—The College Board, 45 Columbus
Ave, New York, NY 10023-6917 (35.00).
Pub Type—Guides - Classroom - Teacher (952)
Document Not Available from EDRS.
Descriptors—"Advanced Courses, "Advanced
Placement Programs, "Biology, College Science,
Course Descriptions, Laboratory Experiments,
Science Education, Science Experiments, Science Education, Science Experiments, Science Instruction, Secondary Blucation, "Secondary
School Science, Surveys
The College Board's Advanced Placement (AP)
Biology program is explained and options within it are explored in this guide for teachers. Experienced
AP biology teachers were surveyed for information concerning approaches that were effective in their programs. Descriptions and suggestions from the 14
respondents are reported in the area of: (1) course content (reviewing topics covered in the course); (2)
identification of AP students (explaining course prerequisites and selection processes); (3) time management (discussing scheduling problems and formats); (4) laboratory equipment (stating how laboratory needs could be addressed); (5) textbook (listing frequently used materials); (6) course descriptions (offering program overviews of 14 succonsult courses); and (7) sample laboratory exercises (containing explanations and procedures for 21 investigations). (ML)

ED 297 930 SE 047 822

ED 297 930

McKnight, Cartis C. And Others

The Underachteving Curriculum: Assessing U.S. School Mathematics from an International Perspective. A National Report on the Second International Mathematics Study.

Illinois Univ., Urbana. Dept. of Secondary Education: International Association for the Evaluation of Educational Achievement, New York, NY.

Spons Agency—Department of Education, Washington, D.C. National Science Foundation, Washington, D.C.

Report No.—ISBN-0-87563-298-X

Pub Date—Jan 87

Grant—NSF-OSA-84-70345

Note—144p.

Available from—Stipes Publishing Co., 10-12 Chester St., Champaign, IL 61820 (\$8.00 plus \$1.00 postage).

Available from-Super rotusing Co., 10-12 Chester St., Champaign, IL 61820 (S8.00 plus \$1.00
postage).
Pub Type—Reports - Research (143)
EDRS Price - MP01 Plus Postage, PC Not Available from EDRS.
Descriptors—Bducational Assessment, Educational Research, Grade 8, Grade 12, "International Research, Grade 8, Grade 12, "International Studies, "Mathematics Curriculum,
"Mathematics Instruction, Secondary Education,
"Secondary School Mathematics, Surveys,
Teaching Methods
Identifiers—"Mathematics Education Research,
"Second International Mathematics Study inrestigated the status of the curriculum, achievement, and instructional practices at grades 8 and 12
in about 20 countries. The introductory first chapter
explores the need for change in mathematics programs. Chapter two describes the achievement of
U.S. students compared to others. At grade 8, U.S.
students were slightly above the international average in computational arithmetic, everage in
algebra, and among the bottom 25% in geometry,

while Japanese students obtained the highest scores. For grade 12, Hong Kong achieved highest, with Japan a close second. In the United States, the achievement of calculus classes was at or near the international average; precalculus students were aubstantially below average. Chapter three discusses the opportunity to learn; the United States was typically at or below average. Attitudes toward mathematics of United States and most other students were positive, attitudes of Japanese students tended to be negative, however. Chapter five discusses five deceptive explanations for the data. The sixth chapter considers the underachieving curriculum in terms of content and goals, while chapter seven discusses it in terms of opportunity to learn. Finally, the "road to renewal" is considered. Appendices include background information and data. (MNS)

ED 297 931 SE 048 177

Showers, Dennis Edward
Nuclear Energy Assessment Battery, Form C.
Pub Date—[87]
Note—[12p.; For a related document, see SE 048

178.

178.
Pub Type— Testa/Questionnaires (160)
EDRS Price - MF6I/PC01 Plus Postage.
Descriptors— Achievement Testa, "Attitude Measures, Controversial Issues (Course Content) "Nuclear Energy, Science Education, Science Interests, "Science Tests, Secondary Education, Science Interests, "Science Tests, Secondary Education, "Secondary School Science, "Student Attitudes This publication consists of a nuclear energy assessment battery for secondary level students. The test contains 44 multiple choice items and is organized into four major sections. Parts include: (1) a knowledge scale; (2) attitudes toward nuclear energy; (3) a behaviors and intentions scale; and (4) an anxiety scale. Directions are provided for each of the four sections and an answer key and scoring instructions are likewise included. (ML)

ED 297 932 SE 048 178

ED 297 932 SE 048 178 Showers, Dennis Edward
The Effect of Persuasion on Nuclear Attitudes of Secondary School Students.
Pub Date—Apr 87 Note—22p.; Paper presented at the Annual Meet-ing of the National Association for Research in Science Teaching (60th, Washington, DC, April 23-25, 1987). For a related document, see SE 048

23-25, 1987). For a related document, see SE 048
177.
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MFBI/PC01 Plus Postage.
Descriptors—Achievement Gains, "Attitude
Change, Controversial Issues (Course Content),
'Knowledge Level, 'Nuclear Energy, Nuclear
Warfare, Persusaive Discourse, Science Education,
"Secondary School Science, "Student Attitudes,
Teaching Methods
Designed to test the effects of knowledge acquisition on attitude formation and change, this study
investigated whether knowledge-oriented instruction would have a different effect on students' nuclear attitudes than attitude-oriented instruction would have a different effect on students' nuclear attitudes than attitude-oriented instruction would have a different effect on students' nuclear attitudes than stitude-oriented instruction would have a different effect on students' nuclear attitudes than stitude-oriented instruction.
High school students (N=331) from six schools
who had not studied nuclear energy in any class or
major curriculum unit participated in the study. The
six schools were divided into two experimental
groups (one receiving the knowledge treatment and
one receiving the attitude treatment) and one control group (receiving a placebo treatment). Attitude
and knowledge were measured with pretests, posttests, and retention tests. Data from the study indicated that knowledge about nuclear energy can be
increased without increasing favorable attitudes
toward nuclear energy and that favorable attitudes
toward nuclear energy and that favorable attitudes
toward nuclear energy and that favorable attitudes and
showledge of the subject. The teaching
implications relating to knowledge and attitudes are
also discussed and recommendations for further research are indicated. (ML)

SE 048 975

ED 297 933
SE 048 975
Grouve, Douglas A., Ed. And Others
Perspectives on Research on Effective Mathematics Teaching, Volume 1.
National Council of Teachers of Mathematics, Inc., Reston, Va.
Report No.—ISBN-0-87353-254-6
Pub Date—88
Note—261p.
Available from—National Council of Teachers of Mathematics, 1906 Association Drive, Reston, VA 23001 6514-679. valiable from—National Council of Teachers of Mathematics, 1906 Association Drive, Reston, VA 22091 (\$15.00).

Pub Type—Reports · Research (143) — Collected Works · Proceedings (021)
Document Not Available from EDRS.
Descriptors—\*Computer Assisted Instruction, Computer Uses in Education, Cross Cultural Studies, Educational Research, \*Elementary School Mathematics, Elementary Secondary Education, Fractions, Logical Thinking, Mathematics Curriculum, Mathematics School Mathematics, \*Secondary School Mathematics, \*Teacher Effectiveness Identifiers—\*Mathematics Education, \*Secondary School Mathematics, \*Teacher Effectiveness Identifiers—\*Mathematics Education Research
The papers and conference proceedings recorded in this monograph are from a conference on effective mathematics teaching, In addition to acknowledgementa, foreword, introduction and participant list, the following articles are included: (1) "Teaching for Higher-Order Thinking in Mathematics: The Challenge for the Next Decade"; (2) "Interaction, Construction, and Knowledge: Alternative Perspectives for Mathematics deducation"; (3) "Expertise in Instructional Lessons: an Example from Fractions"; (4) "Implications of Research on Pedagogical Expertises of Experience for Mathematics Teaching"; (5) "Content Determinants in Elementary School Mathematics"; (6) "Research and the Improvement of Mathematics,"; (6) "Research and the Improvement of Mathematics Teaching of Mathematics: Issues That Need Answern"; (9) "Cross-Cultural Studies of Mathematics Teaching of Mathematics: Issues That Need Answern"; (9) "Cross-Cultural Studies of Mathematics Teaching and Learning: Recent Findings and New Directions"; (10) "Can Teachers Be Professionals"; (11) "Pervasive Themes and Some Departure Points for Research Into Effective Mathematics Teaching and Mathematics". (FK)

ED 297 934

SE 049 060

ED 297 934

SE 049 060

Orton, Robert E.
Constructivist and Information Proce of Representation in Mathematics I Pub Date—88

of Representation is Mathematics Education.
Pub Date—88
Note—34p; Paper presented at the Annual Meeting of the American Educational Research Association (New Orieans, LA, April 5-9, 1988).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MP91/PC02 Plus Postage.
Descriptors—"Cognitive Development, "Concept Formation, Elementary Education, "Elementary School Mathematics, Information Processing, "Learning Theories, Logic, Manipulative Materials, Mathematics Curriculum, Mathematics Education, "Mathematics Curriculum, Mathematics Education, "Mathematics Curriculum, The state of the Materials, Mathematics Curriculum, Mathematics Education, "Mathematics education. The first section Examined is the notion of "representation" as it is used in mathematics education. The first section explains what appears to the current "received view" of representation within mathematics education. The second section describes the constructivist related to Flaget's theory. The third section examines features of the information processing view of representation. The fourth section analyzes some of the fundamental differences between constructivist and information processing views. These differences focus on: (1) the use of representation as "picture of knowledge"; (2) the role of mental activity in each representation; (3) the difference between constructivist and information processing views of representation in mathematics education. (PK)

ED 297 935

SE 049 095

ED 297 935

Hill, Johnny

Mathematics Learning in the Secondary School,

ERIC/SMEAC Mathematics Education Digest

ERIC/SMEAC Mathematics Education Digest No. 1, 1987.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio. Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—87

Contract—400-86-0016

Note—3p.

Available from—SMEAC Information Reference Center, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (\$1.00).

Pub Type—Information Analyses—ERIC Information Analysis Products (071) — Reports—Research (143)

search (143) EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Classroom Environment, Cognitive Style, Cooperative Edu-cation, \*Educational Environment, Educational Research, Group Activities, Literature Reviewa, Mathematics Achievement, Mathematics Curric-ulum, Mathematics Education, \*Mathematics In-struction, Peer Teaching, \*Research Utilization, Secondary Education, \*Secondary School Mathe-matics, Teacher Effectiveness, \*Teaching Meth-ods, Tutoring Identifiers—ERIC Digests, Mathematics Education Research

Identifiers—ERIC Digests, Mathematics Education Research
This document explores teaching and learning of mathematics apart from what mathematics content is being taught. Cooperative learning and peer tutoring are seen as effective alternatives for providing mathematics instruction in secondary schools. The physical and intellectual environments of the classroom are discussed, with special attention paid to learning styles. It is concluded that several variables affect student achievement and attitude. Further, a variation in teaching strategy to include cooperative learning and peer tutoring might be beneficial. Teachers must be aware of how their styles, classroom conditions, student-student interactions, and student-teacher interactions may influence the attainment of educational objectives. (PK)

ED 297 936 SE 049 102

tainment of educational objectives. (PK)

ED 297 936

SE 049 102

Lord, Thomas R.

Is the Final Grade in College Biology a True

Measure of Student Knowledge?

Pub Date—88

Note—13p.; Paper presented at the Annual Meeting of the National Association for Research in
Science Teaching (61st, Lake of the Ozarks, MO,
April 10-13, 1988).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (130)

EDBS Price - MFDI./PCOI Plus Pestage.

Descriptors—"Academic Achievement, "Biology,
"College Science, "Community Colleges, Experiential Learning, Grades (Scholastic), Grading,
Higher Education, Science Education, Science
Experiments, "Science Instruction, "Science Laboratories, Spatial Ability

Identifiers—"Science Education Research

This study was designed to determine if the final
grade in college biology at a suburban community
college was a true measure of student's knowledge.
One hundred and seventy undergraduates taking a
semester course in biology took part in the study.

This population was randomly separated into a control, placebo, and experimental group. The progress
of the group was tracked for 15 weeks. During this
time the control group followed a traditional biology
scheme of two lectures, one lab and one seminar
each week. The placebo group also followed this
schedule, but, in addition, was given a 20 to 30

minute presentation on the historical significance of
the week's lab. A similar scheme was followed by
the experimental group. However, rather than
learning about the historical value of the lab, this
group was given a specific 20 to 30 minute interaction that had previously been found to enhance a
students visuo-spatial potential. At the end of the
semester 4d the students were given written final
exams and lab practicials (an exam that measures the
student's skill and understanding of the semester's
lab investigations). Statistical differences were
noted between the experimental population and the
other biology groups on the lab practical. (Author/TW)

ED 297 937 SE 049 149

ED 297 937

Cano, Diane O.

Understanding Fraction Addition.

Pub Date—88

Note—27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).

Pub Type—Reports Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Puetage.

Descriptors—9Addition, Basic Skills, \*Cognitive Development, \*Cognitive Structures, \*Computation, Elementary Education, \*Elementary School Mathematics, \*Fractions, Learning Strategies, Mathematics Curriculum, Mathematics Education, Mathematics Instruction

An understanding of fraction addition can be thought to involve two quantitative ideas: (1) the understanding that adding to an original quantity increases its size, and (2) a sense of how much increase occurs. Both of these ideas should underlie or inform a child's approach to problems involving

fraction addition and thereby constrain the class of possible answers to ones that "make sense." It is well known, however, that many children do not give reasonable answers when asked to compute or estimate the sum of two fractions. This problem has generated much discussion in the mathematica education community and, in general, such discussions suggest that poor understanding of fraction size is at the heart of children's difficulties. The purpose of this study was to determine what children who compute fraction sums incorrectly and, as it turns out, estimate the same sums poorly do and do not understand about fraction addition. (PK)

SE 049 184

Stanic, George M. A. Cultural Influences

ED 297 938

SE 049 184

Slanic, George M. A.

Cultural Influences on Mathematics Performance and Their Role in Research on Equity in Mathematics Education.

Pub Date—88

Note—17p; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).

Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MP01/PC01 Plus Postage.

Descriptors—Cross Cultural Studies, "Cultural Influences, "Educational Research, Elementary Secondary Education, Pemales, "Mathematics Achievement, Mathematics Education Research The document is intended to provide direction for research in mathematics Education related to sex equity which will take more seriously the notion of cultural influences on performance. The relationship between culture and schooling is explored, and the necessity of studying culture is argued. The paper concludes with the idea that there is a need to use ideas in studies about sex differences in mathematics which look outside the school and attempt to study the relations between the culture inside and outside the schools. (PK)

ED 297 939

SE 049 189

SE 049 189
Elementary School Science Education Program
Evaluation Guide SY88-99 Edition One.
Dependents Schools (DOD), Washington, DC. Parific Region.
Page 149.
Note—749.

cific Region.
Pub Date—Jun 88
Note—74p.
Pub Type— Guides - Non-Classroom (055)
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Elementary Education, \*Elementary
School Science, \*Formative Evaluation, Models,
Program Effectiveness, \*Program Evaluation, \*Genece Education, \*Science Programs, Science Teachers, Summative
Evaluation
Presented is a checklist for use by science coordi-

ence Programs, Science Teachers, Summative Evaluation
Presented is a checklist for use by science coordinators, school principals, science supervisors, and teachers to identify strengths and weaknesses of science programs in grades kindergarten through six. It can also be used by science coordinators during school visits. This guide contains space for recording information concerning: school name and country; visitation daste(s) and number; purpose(s) of visit; name(s) of individual(s) with whom briefing was held and recommendations; teachers, specialists, and administrators visited; observations of science program management; science budget; library and media center; computer program in science; science curriculum guides; K-6 learning and time allocation guides; teaching staff; adopted textbooks; teachers of science inservice program; North Central Association evaluation; school improvement plan; standardized testing program; general observations and recommendations; name of person with whom out-briefing was held; and comments. To sid the user, a list of references cited in context is provided in the appendix. These documents include: (1) an semorandum on quality program indicators; (2) an administrators' guide; (3) science objectives; (4) K-6 learning and time allocation guide; and (5) an approved textbook listing. (RT)

SE 049 222 ED 297 940 ED 297 940 SE 049 22
Study of Resources and Overture. Final Report.
Southampton Univ. (England).
Pub Date—Dec 86
Note—21p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MPBU/PCDI Plus Postage.
Descriptors—\*Databases, \*Educational
ment, Foreign Countries, \*Information Dissem

DIE JAN 1989

mation, "Inservice Education, Manipulative Materials, Mathematics Education, "Networks, "Resource Materials, Science Education
This report is based on initiatives, investigations, developments and evaluations made over a three year period. The recommendations are made generally to people and organizations who are concerned with the science and mathematics education of young people aged 11 to 16. The intentions of the recommendations were to help teachers and examiners to respond to the challenges of new methods of assessment and curriculum innovations; relate the principles of school science and mathematics to their practical and modern, everyday, applications and to excite the interest of students in these subjects and their importance in industry, commerce, engineering and applied science. The recommendations are clustered under the three areas of: (1) "Structure", (2) "Methods of Collecting and Developing Resources", and (3) "Dissemination of Resources", (PK)

ED 297 941 SE 049 231

ED 297 942 SE 049 236

ED 297 942 SE 049 236
Atoms to Electricity.
Department of Energy, Washington, DC. Nuclear
Energy Office.
Report No.—DOE/NE-0085
Pub Date—Nov 87
Note—94p; Photographs and drawings may not reproduce well. For previous edition, see ED 257
674.
Available from—Energy-DOE, P.O. Box 62, Oak
Bides: The 3781 (citate only in the children)

evailable from—Energy-DOE, P.O. Box 62, Oak Ridgs, TN 37831 (single copies free, while supply lasts).

Ridge, TN 37831 (single copies free, while supply lasts).

Pub Type— Reports - General (140)
EDBS Price - MFBL/PCO Pless Postsage.

Descriptors—Economics, "Electricity, Energy Education, Foreign Countries, "Hazardous Materials, "Nuclear Bengy," Nuclear Power Plants, "Nuclear Technology, "Waste Disposal, Wastes Identifiers—"Nuclear Reactors, Nuclear Wastes This booklet explains the basic technology of nuclear fishes power reactors, the nuclear fuel cycle, and role of nuclear energy as one of the domestic energy resources being developed to meet the national energy demand. Major topic areas discussed include: (1) "The Role of Nuclear Power"; (2) "The Role of Nuclear Power and Radiation"; (3) "Types of Nuclear Reactors"; (3) "Nuclear Power topics"; "O" "Nuclear Fuel-mining to Reactor"; (8) "Nuclear Fuel-reactor to Waste Disposal"; (9) "Transporting Radioactive

Materials"; (10) "The Economics of Nuclear Power"; (11) "Nuclear Electricity in Other Countries"; and (12) a conclusion. Lists are in-cluded for selected books, reports, articles and pam-phlets, films, and illustrations, and a glossary of related terms. (RT)

SE 049 414

SE 049 41

Hofmeister, Alan M. And Others

Developing and Validating Science Education
Videodiscs.
Pub Date—88

Note—39p.
Pub Type.

Pub Date—38
Note—39p.
Pub Type—Reports - Descriptive (141)
EDRS Pries - MF01/PC02 Plus Pestage.
Descriptorm—Educational Development, "Formative Evaluation, Interactive Video, "Material Development, Optical Disks, "Program Development, Program Evaluation, Science Education, Secondary Education, "Secondary School Science, Teaching Methods, "Technological Advancement, "Videodisks, Video Equipment The development of videodiscs for science instruction in public schools requires a recognition of the unsique characteristics of the public school environment and sensitivity to the persistent problems associated with science content instruction. This report discusses the conceptualization, development, and formative evaluation of a series of science education videodiscs. Three major concerns addressed by the development of the "Core Concepts" videodisc Program included: (1) a concern for the instructional setting: (2) an emphasis on courseware rather than hardware; and (3) a willingness to make the necessary "front-end" investment. The discs were designed to enhance the effoctive of teachers working in both individual and group instructional settings. In presenting the content, particular attention was given to problems associated with the use of terminology and fragmentation of information. The formative data indicated that videodic programs can enhance the effectiveness of teachers and substantively impact the student achievement and attitudes. (Author (CW)

ED 297 944 SE 049 419 National Andubon Society Specials. Teacher's Guide I.

National Audubon Society, Wa WETA - TV, Washington, D.C. Washington, DC.;

Pub Date—88 Note—38p.; Some photographs may not reproduce

well.

Available from—WETA-TV, Educational Activities, P.O. Box 2626, Washington, DC 20013 (\$3.50, 10% discount for 100+, 20% discount for

500+).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors— Activities, "Activity Units, Animals, Biological Sciences, Conservation (Environment), "Coaservation Education, "Ecology, "Endangered Species, Environmental Education, "Instructional Materials, Science Education, Secondary Education, "Secondary Education, "Secondary School Science, Wildlife Identifiers. Collegence International Control of the C

ondary Education, \*Secondary School Science, Wildlife Identifiers—Galapagos Islands, \*National Audubon Society Since no civilization can survive without a healthy envircement, people must learn to live in harmony with their natural ecosystems and build for future generations. This guide describes six award-winning programs on the condor, black-footed ferret, panchers and cheetahs, ducks, farming and wildlife, and the Galapagos Islands. Although each program focuses on a different species or aspect of the natural world, each uses the same theme that all life on Earth is interconnected. Ways people can make a difference in protecting the environment and resons for conserving the natural heritage are also outlined. Each program includes: (1) objectives outlining instructional goals and material in the chapter; (2) a program summary that introduces and reviews the issues and highlighted information; (3) background material; (4) pre-viewing activities with suggestions for additional projects. At the end of the guide, instructional resources include a glossary, directory to agencies and organizations that can provide more information, list of references, and a map of the United States. (RT)

SE 049 420

The Role of Gender, Self- and Task Perceptions in Mathematics and Science Participation among College Students.

College Students.
Spons Agency—Social Sciences and Humanities
Research Council of Canada, Ottawa (Ontario).
Pub Date—88
Grant—410-85-1120

Note-151p.

Grant—410-85-1120
Note—151p.
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—"Academic Persistence, College Freshmen, College Graduates, "College Mathematics, "College Science, "Course Selection (Students), Females, Higher Education, Mathematics, Education, Physical Sciences, Science Education, Sex Bias, "Sex Differences, Stadent Interests, "Undergraduate Students
The tendency of female students to avoid mathematics and science courses has been of concern to many researchers. The concern stems from the fact that avoidance of these academic areas places young women in a position of reduced choice with respect to careers. This research examined mathematics and science related attitudes and behaviors among male and female university students. The project consisted of three studies. The first involved a follow-up of female university students who had participated in an earlier study. These students were contacted and asked questions about jobs and careers. Analyses were run to determine the adequacy of different measures in predicting the actual career choices of these women with regards to mathematics and science. The second study analyzed the results of a questionnaire given to male and female first-year full-time university students to measure stitudes and intentions about mathematics and a science reasmined. In the third study, first-year male and female mathematics and a science requestioned in order to investigate the factors predictive of persistence in mathematics and science courses once enrolled. Conclusions are drawn from each of these studies. (CW)

ED 297 946

Zeitler, William R. Barufaldi, James P.

Elementary School S ace: A Perspective for Teachers.

Report No.—ISBN-0-582-28612-3

Pub Date—Jan 88

Note—341p.

Available from—Longman Press, Inc., 95 Church Street. White Plains, NY 10601 (329 95).

Note—341p.

Available from—Longman Press, Inc., 95 Church Street, White Plains, NY 10601 (\$29.95).

Pub Type— Books (010)

Document Not Available from EDRS.

Descriptors—\*Classroom Techniques, Educational Strategies, Elementary Education, \*Elementary School Science, Higher Education, Instructional Materials, \*Methods Research, \*Preservice Teacher Education, Resources, Science Education, Teaching Guides, \*Teaching Methods, Textbooks

tion, Teaching Guides, \*Teaching Methods, Text-books
This book is designed to show prospective teachers how to design and implement an activity-oriented science program for the elementary grades. Science content and methods are presented through activities to be done by readers allowing them to master the design of a teaching unit by constructing or adapting a unit. Discussions include scientific attitudes, content, the nature of learners, history of science education in the United States, classroom management and safety, educational technology, and resources. Appendicies include: (1) "Science Education Supplies"; (2) "Chemicals Used in Elementary Science Lessons"; (3) "Sources of Materials"; (4) "Code of Practice on Animals in Schools"; (5) "Care of Animals in the Classroom"; (6) "Questions for Investigation"; (7) "Refresher Course on Measurement"; (8) "Environmental /Ecological Education"; and (9) "Resources for Teachers"; and (10) a bibliography. (CW)

ED 297 947 SE 049 422

Dadd, Debra Lynn
The Nontoxic Home. Protecting Yourself and Your
Family from Everyday Toxics and Health Ha-

zards.

Report No.—ISBN-0-87477-401-2

Pub Date—86

Note—223p.

Available from—Jeremy P. Tarcher, Inc., 9110 Sunset Bivd., Los Angeles, CA 90069 (\$9.95).

Pub Type— Books (010) — Information Analyses (070).

t Not Available from EDRS.

Descriptors—Asbestos, "Environmental Education, "Family Environment, "Hazardous Materials, Physical Environment, "Poisons, "Postsecondary Education, Radiation, "Safety, Science Education The document maintains that the world is filled with health hazards and the best a person can do is to assess the danger of individual products, learn the risks, weigh the risks against the benefits, and decide whether or not to personally take these risks or to subject family members to them. This perspective begins in the home. This book discusses toxic chemicals and the health hazards found in the home including information on risks and nontoxic alternatives. Chapters include: (1) "Discovering How Your Home May be Toxic"; (2) "Cleaning Products"; (3) "Household Pesticides"; (4) "Tap Water"; (5) "Drugs and Medication"; (6) "Personal Care Products"; (7) "Food"; (8) "Clothing, Bedding, and Lsundry Products"; (9) "The Home Office"; (10) "Hidden Hazards"; and (11) "Tobacco Smoke." Also included are resource lists including where to buy nontoxic products, household hazardous waste disposal programs, nonsmokers' rights groups, and government agencies regulating consumer products. An extensive bibliography is included. (CW)

SED 297 948

Morris, Robert, Ed.

Studies in Mathematics Education. Volume 6.
Out-of-School Mathematics Education.

Spons Agency—United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.—ISBN-92-3-102526-0

Pub Date—87

Note—138 p. E--

Pub Date—87 Note—138p.; For previous volume, see ED 280

Fub Date—87
Note—138p; For previous volume, see ED 280
674.
Available from—UNESCO, 7, place de Fontenoy,
75700 Paria, France.
Pub Type—Guides - Non-Classroom (055) — Collected Works - General (020) — Books (010)
Document Not Available from EDRS.
Descriptors—After School Programs, Clubs, Educational Practices, \*Elementary School Mathematics, Elementary Secondary Education,
\*Enrichment Activities, \*Extracurricular Activities, \*International Educational Exchange, Mathematics, Education, \*Mathematics Instruction,
Resource Materials, \*Secondary School Mathematics, Student Interests, Teacher Education,
Teaching Methods
This is the sixth volume in a series designed to
improve mathematics instruction by providing resource materials for those responsible for mathematics teaching. Focusing on out-of-school
mathematics education, this volume presents a panorama of current practices around the world and
suggests future trends. Subjects considered include;
(1) "Activities Arranged for the Younger Learner";
(2) "Mathematics and the Media"; (3) "Other
Sources"; and (4) a case study. The 11 chapters
include: "Mathematics Clubs" (Rada-Aranda);
"Mathematical Campa" (Rabijewaka and Tradj;
"Mathematical Campa" (Ropingada" (Tovis); "Distance Education in Mathematics (Knight); "Distance Education in Mathematics (Knight); "Distance Education in Mathematics in Klungary" (Genzwein); "Mathematics in Literacy
Classes" (Zepp); "Mathematics in Colombia" (de
Cusada and Marquez). (CW)

ED 297 949

SE 049 424

SE 049 424 ED 297 949

Educational Module on Conservation and Management of Natural Resources. Environmental Education Series 3. Unesco-UNEP International Environmental Education Programme.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Science, Technical and Environmental Education.

Report No.—ED-83/WS/38

Pub Date—86

Note—92p.

Available from—Connect, UNESCO, 7 place de Fontenov, 75700 Paris, France (free while supply ED 297 949

vailable from—Connect, UNESCO, 7 place de Fontenoy, 75700 Paris, France (free while supply

issts).
Pub Type— Guides - Classroom - Teacher (052) —
Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—\*Elementary School Science, Elementary Secondary Education, Energy Conservamentary Secondary Education, Energy Conserva-

tion, \*Energy Education, \*Environmental Educa-tion, Games, Interviews, \*Natural Resources, Re-search, Science Activities, \*Science and Society, \*Secondary School Science, Surveys, Water Identifiers—\*UNESCO Environmental education thanking and Activities

"Secondary School Science, Surveys, Water Identifiers—"UNESCO Environmental education should lead children, as future citizens, to acquire a more objective view of the way human societies function. It should also encourage an individual to take an active part in the community and to arouse the desire to take a responsible attitude regarding natural resource management. This experimental teaching module offers primary and secondary teachers some concepts on the rational management and use of natural resources to guide them in their teaching of these environmental concerns. The module consists of six thematic sections including; (1) "The Source of Our Wealth"; (2) "The Soil and its Products"; (3) "Water and the Resources of Aquastic Environments"; (4) "Energy"; (5) "Orea and Metals"; and (6) "Societies and Resources". Each section includes a general introduction, suggestions for educational environment, documentary research, games including simulations and role playing, surveys and interviews, and problem solving in the local environments. The accompanying teacher's guide includes goals, objectives, and a nanotated bibliography. (CW)

ED 297 950

SE 049 425

ED 297 950 SE 049 425

ED 297 950 SE 049 425
Kaput, James J.
Information Technology and Mathematics: Opening New Representational Windows.
Educational Technology Center, Cambridge, MA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ETC-86-3
Pub Date—Apr 86
Note—288

Pub Type—Reports - Descriptive (141) — Reports - Research (143) — Collected Works - General

Research (143) — Control Contr

oped or exercised relative to some discipline. The discipline may be formal or informal, may or may not be represented in a school curriculum, or relate to a wide variety of domains. Moreover, the development or exercise of thinking skills may take place at differing levels of generality. This paper is concerned with how new uses of information technology can profoundly influence the acquisition and application of higher order thinking skills in or near the domain of mathematics. It concentrates on aspects of mathematics that relate to its representational function based on the beliefs that: (1) mathematics itself, as a tool of thought and communication, is essentially representational in nature, and (2) information technology will have its greatest impact in transforming the meaning of what it means to learn and use mathematics by providing access to new forms of representation as well as providing simultaneous access to multiple, linked representations. This report describes a few examples of novel software environments from the representation perspective, points to more novel approaches to curriculum reform in mathematics that will encourage the cultivation of higher order thinking skills and relates these to uaresolved research questions and educational policy issues. (CW)

SE 049 426

SE 049 426
Nuclear Powerplant Safety: Operations.
Department of Energy, Washington, DC. Nuclear
Energy Office.
Report No.—DOE/NE-0070
Pub Date—86
Note—260. Plants Person.

Pub Date—86
Note—20p.; Pictures and drawings may not reproduce well.
Available from—Energy, P.O. Box 62, Oak Ridge,
TN 37831 (free while supply lasts).
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Accident Prevention, College Science, Energy, Engineering Technicians, Environ-

mental Standards, Higher Education, "Nuclear Energy, "Nuclear Power Plants, Nuclear Power Plant Fenergy, "Nuclear Technology, Radiation, "Safety, "Safety Education, Science Education, Utilities
Identifiers—Nuclear Regulatory Commission
Powerplant systems and procedures that ensure the day-to-day health and safety of people in and around the plant is referred to as operational safety. This safety is the result of careful planning, good engineering and design, strict licensing and regulation, and environmental monitoring. Procedures that assure operational safety at nuclear powerplants are as follows: (1) training and updating of reactor operators in procedures of powerplant operation; (2) maintenance of strict security at the powerplant to allow cooling and handling of the spent (used) fuel in deep pools of water within the powerplant to allow cooling and handling of the spent fuel by remote control; (5) certification of powerplants by the Nuclear Regulatory Commission (NRC) in design, construction and safe operation; and (6) ongoing inspections and environmental monitoring programs to ensure that nuclear powerplants comply with all requirements for public health, safety, and environmental protection. Topics discussed include operational safety; personnel training programs; categories of reactor operators; security: control of radiation releases; handling spent fuel; role of NRC; and sources of radiation to the United States population. (RT)

SE 049 427

SE 049 427
Understanding Radiation.
Department of Energy, Washington, DC. Nuclear
Energy Office.
Report No.—DOE/NE-0074
Pub Date—86
Note—218.

Note-21p.; Pictures and drawings may not reproduce well.

Pub Date—eso
Note—21p.; Pictures and drawings may not reproduce well.
Available from—Energy, P.O. Box 62, Oak Ridge,
TN 37831 (free while supply lasts).
Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postaga.
Descriptors—College Science, Energy, Higher Education, "Nuclear Energy, Nuclear Physics, "Nuclear Power Plants, "Nuclear Technology, "Radiation, "Radiation Effects, Radioisotopes, "Radiology, Safety, Science Education
Radiation is a natural energy force that has been a part of the environment since the Earth was formed. It takes various forms, none of which can be smelled, tasted, seen, heard, or felt. Nevertheless, scientists know what it is, where it comes from, how to measure and detect it, and how it affects people. Cosmic radiation from outer space and radioactive elements in rocks and soil contribute to the natural background radiation that has always been around us. There are also mammade sources of radiation, such as dental and medical x-rays, smoke detectors, and materials released from nuclear and coal-fired powerplants. Radiation comes from the activity of tiny particles (atoms) of matter. Atoms are composed of protons, neutrons, and electrons, the arrangement of which distinguishes one atom from another. Atoms of different types are called elements. Some of the elements, such as radium, uranium, and thorium are unsiable. As they change into more stable forms, they release invisible waves of energy or particles. This emitting of radiation is known as radioactivity. Additional information discussed includes: ionizing types; half-life; your exposure; units of measure; devices for measuring; health effects; limits; nuclear powerplants; and uses. (RT)

SE 049 428

Nuclear Power in Space.

Department of Energy, Washington, DC. Nuclear Energy Office.

Report No.—DOB/NE-0071

Pub Date—87

Note—33p.; Pictures and drawings may not reproduce well.

Note—33p.; Pictures and drawings may not reproduce well.

Available from—Energy, P.O. Box 62, Oak Ridge,
TN 37831 (free while supply lasts).
Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Pestage.
Descriptors—"Aerospace Technology, College Science, Higher Education, "Nuclear Beergy, "Nuclear Technology, Radioisotopes, Safety, "Satellites (Aerospace), Science Education, "Space Exploration, Space Sciences, "Technological Advancement, Technology Transfer Research has shown that nuclear radioisotope power generators can supply compact, reliable, and efficient sources of energy for a broad range of space

RIE JAN 1989

missions. These missions range from televising views of planetary surfaces to communicating scientific data to Earth. This publication presents many applications of the advancing technology and commemorates three important milestones in space technology research. (1) the emplacement of the Apollo Lunar Surface Experiments Package on the Apollo Lunar Surface Surface on Insurary 1959; and a broad range of scientific endeavors, including exploration of space. Sigaths began in November 1957 with the first artificial satellites, Sputnik-1. Presently the total number of satellites has grown to more than 1,693 and a primary vehicle for launching a variety of spacecraft and satellites for research and communications purposes is being provided by the United States Space Shuttle Program. Topics of information include: space power systems and types; key events; space exploration milestones; future planetary missions and generating systems; isotope power systems, and types power systems, and serospace salety. (RT)

ED 297 954 ED 297 954
Radioisotopes: Today's Applications.
Department of Energy, Washington, DC. Nuclear
Energy Office.
Report No.—DOE/NE-0089
Pub Date—88
Note—34p.; Pictures and drawings may not reproduce well.
Available from—Energy, P.O. Box 62, Oak Ridge,
TN 37831 (free while supply lasts).
Pub Type— Reports - Descriptive (141)
EDBS Price - MF91/PCO2 Plus Postage.
Energy Conference College
Synchron Conference College
Synchron Canner, College

Pub Type—Reports - Descriptive (141)
EDBS Price - MF91/PC02 Phas Pestage.
Descriptors—Atomic Structure, Cancer, College
Science, Higher Education, Industry, 'Nuclear
Energy, 'Nuclear Technology, 'Radiation, 'Radioisotopea, 'Radiology, Science Education, Scientific and Technical Information, 'Technological Advancement
Radioisotopea are useful because of their three unique characteristics: (1) radiation emission; (2) predictable radioactive lives; and (3) the same chemical properties as the nonradioactive atoms of that element. Researchers are able to "order" a radicisotope with the right radiation, half-life, and chemical property to perform a given task with the knowledge of these three characteristics. This publication includes information on the uses of radioisotopea in medicine for providing doctors with diagnostic and therapeutic techniques for scanning organs and contributing to the healing process in the treatment of cancer. Radioisotopee can help to authenticate works of art and solve crimes. In industry radioisotope are used to detect hidden flaws in hardware and improve product quality. Uses in agriculture include insect control and the preservation of foods. (RT)

ED 297 955 SE 049 430 ED 297 955

SE 049 430
Nuclear Fowerplant Safety: Design and Planning.
Department of Energy, Washington, DC. Nuclear
Energy Office.
Report No.—DOB/NE-0069
Pub Date—87
Note—19p.; Pictures and drawings may not repro-

Note—19p.; Pictures and drawings may not reproduce well.

Available from—Energy, P.O. Box 62, Oak Ridge,
TN 37831 (free while supply lasts).
Pub Type—Reports - Descriptive (141)
EDRS Price - MF91/POI Plus Postage.
Descriptors—"Accident Prevention, College Science, Energy, Higher Education, "Nuclear Energy," Nuclear Power Plants, "Nuclear Energy," Nuclear Power Plants, "Succession, "Utilities
Identifiers—Nuclear Regulatory Commission
The most important concern in the design, construction and operation of nuclear powerplants is an expected to the supply of electricity; therefore, it is important to assure its asfe use. Each different type of powerplant has apecial design features and systems to protect health and safety. One safety concern that is unique to producing electricity at nuclear powerplants is the potential for accidents involving radioactivity. The safety features of a unclear powerplant are designed to provide maximum safety and to minimize the chance of accidental emission of radiation. This publication reports on the following: (1) safety by design which includes natural safeguards, physical containment barriers,

and engineered safety systems; (2) safety through planning of siting, licensing, emergency response, and insurance; (3) Three Mile Island; and (4) safety

SE 049 451

ED 297 956

SE 049 451
Raizen. Senta A.
Increasing Educational Productivity through Improving the Science Carriculum. Research Report Series RR-006.
Center for Policy Research in Education.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jul 88

Grant-OERI-G008690011

Grant—OERI-GOUBSPOOT1

Available from—Publications, Center for Policy Research in Education, Eagleton Institute of Politics, Rutgers, The State University of New Jensey, New Brunswick, NJ 08901 (\$4.00 prepaid).

Pub Type—Information Analyses (070) — Opinion

New Brunswick, NJ 08901 (\$4.00 prepaid).
Pub Type—Information Analyses (070).— Opinion Papers (120)
EDRS Price - MF01/PC03 Phas Postages.
Descriptors—High Schools, "Instructional Improvement, "Organizational Effectiveness, "Froductivity, "Science Curriculum, Science Education, "Science Instruction, Secondary Education, "Secondary School Science, Teaching Methods, Technological Advancement
A number of recent policies have tried to improve science learning by increasing the number of science courses required for high school graduation or admission to higher education institutions. But it is highly unlikely that these mandates alone will materially affect the amount and quality of science education for students. Any effort to improve the outcome of science education must carefully consider the effectiveness of the science curriculum. This paper examines options for improving the science curriculum based on research, best extant practices and experience in other countries. Although the word "curriculum" has acquired many different meanings, both in the professional literature and in lay usage, this paper defines curriculum as the intended substantive and pedagogic content of science education to be presented to students in order to develop their knowledge and skills. Alternatives for productivity enhancement are grouped as follows: (1) time; (2) topic and course sequence; (3) curriculum content; and (4) instructional strategies. A summary and discussion are provided. A list of 88 references is included. (CW)

SE 049 452 ED 297 957 SE 049 Gentry, Darrell L. Kennedy, Robert L. How To Convert Units of Length from the Custon ary System to the Metric System and Back. Pub Date—May 88

Pub Date—May 88
Note—16p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Algorithms, "Elementary School
Mathematics, Elementary Secondary Education,
Practions, Mathematics Curriculum, Mathematics Education, "Mathematics Instruction, "Measurement, "Metric System, Multiplication,
"Secondary School Mathematics
After an introduction including a brief history of
measurement, conversion of units within the customary system, within the metric system, and from
customary to metric and vice versa are discussed. A

tomary system, within the metric system, and from customary to metric and vice versa are discussed. A fraction/multiplication system is introduced to teach correct alignment of units of measurement and to direct proper multiplication and division of conversion factors. A number of solved examples are given, as well as several problems to be solved by the reader. It is suggested that successful completion of the problems should increase confidence in the student's ability to convert between measurement systems. (Author/PK)

SE 049 456 Grade 12 Diploma Examination: Biology 30, June 1988 — Exame en vue du Diplome Douzieme Annes: Biologie 30, Juin 1983. Alberta Dept. of Education, Edenonton.

Note—75p.; For January 1988 examination, see ED 293 712.

Language—English; French
Pub Type—Tests/Questionnaires (160) — Transla-

Pub Type—Tests/Questionnaires (160) — Transla-tions (170)

EDRS Price - MF01/PC03 Plus Postage.
Descriptors—"Academic Achievement, "Biology, Foreign Countries, "Grade 12, High Schools, Ob-jective Tests, Science Education, "Science Tests,

\*Secondary School Science, Test Items Identifiers-\*Alberta

Biology 30 is a 12th-grade science course for stu-dents in Alberta, Canada. This document is a final test for the course. Intended for administration durtest for the course. Intended for administration dur-ing June, 1988, it contains 80 multiple-choice ques-tions and five written-response questions. Two-and-one-half hours are allowed for completing the test. No answer key is included since scoring is done by the provincial education department. The test is provided in both English and French. (CW)

ED 297 959 SE 049 457 ED 27 959

Grade 12 Diploma Examination: Chemistry 36.

June 1988 = Exames en vue du Diplome Douzieme Annee: Chimie 30, Juni 1988.

Alberta Dept. of Education, Edmonton.

Pub Date—Jun 88

Note—32p.; For January 1988 examination, see ED
292 210.

293 710.

293 710.

Language—English; French
Pub Type—Tests/Questionnaires (160) — Translations (170)

EDRS Price - MFBI/PC03 Plus Postage.
Descriptors—\*Academic Achievement, \*Chemistry, Foreign Countries, \*Crade 12, High Schools,
Objective Tests, Science Education, \*Science
Tests, \*Secondary School Science, Test Items
Identifiers—\*Alberts
Chemistry 30 is a 12th-grade chemistry course for
students in Alberts, Canada. This document is the
final test for the course. Intended for administration
during June, 1988, it contains 56 multiple-choice
questions and three written-response questions. questions and three written-response questions. Two-and-one-half hours are allowed for completing the test. No answer key is included since scoring is done by the provincial education department. The test is provided in both English and French. (CW)

ED 297 960 SE 049 458
Grade 12 Diploma Examination: Physics 30, June
1968 = Examen en vue du Diplome Douzieme
Annec: Physique 30, Juni 1988.
Alberta Dept. of Education, Edmonton.
Pub Date—Jun 88
Note—59p.; For January 1988 examination, see ED
293 711.

Note—59p.; For January 1988 examination, see ED 293 711.

Language—English; French
Pub Type—Tests/Questionnaires (160) — Translationa (170)

EDRS Price - MP01/PC03 Plus Pestage.
Descriptors—\*Academic Achievement, Foreign
Countries, \*Grade 12, High Schools, Objective
Tests, \*Physics, Science Education, \*Science
Tests, \*Secondary School Science, Test Items
Identifiers—\*Alberta
Physics 30 is a 12th-grade physics course for students in Alberta, Canada. This document is the major examination for the course. Both English and
French versions are provided. Intended for administration during June, 1988, it contains 56 multipartics of multipartics of the course in the major examination for the course. Both English and
French versions are provided. Intended for administration during June, 1988, it contains 56 multipartics of the course in the course guestions. Two-and-one-half hours are allowed for completing the test. No answer key is included since acoring is done by the provincial education department. (CW)

SE 049 459 ED 297 901

Fullilore, Robert E., III

Images of Science: Factors Affecting the Choice of Science as a Career.

Spons Agency—Congress of the U.S., Washington, D.C. Office of Technology Assessment.

Pub Date—Sep 87
Note—96p.; Prepared for the assessment "Educating Scientists and Engineers: Grade School to Grad School."

Grad School."

Pub Type— Information Analyses (070)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Academic Achievement, "Attitude Measures, Career Awareness, "Career Choice, Elementary School Science, Elementary Secondary Education, Females, "Literature Reviews, "Mass Media Effects, Mathematics Education, Media Research, Minority Groups, Science Education, Secondary School Mathematics, "Secondary School Mathematics,"

Many feel that the number of high school students many rect that use number of man school students electing to enter careers in science and engineering is shrinking and that the United States needs to improve the potential pool in order to remain competitive in the international technology and research areas. This report attempts to describe the dimensions of the problem this nation faces in pro-

ucing enough scientists and engineers, and how nages of science may affect whether American stuimages of science may affect whether American students choose careers in science. Literature is surveyed in various areas including: (1) "Images of Science"; (2) "Measuring Attitudes to Science"; (3) "Structural (Non-Attitudinal) Factors in Science Career Choice" (including tracking, family factors, and factors affecting career choice); (4) "Media, Youth and Career Choice"; (5) "School Achievement in Science and Mathematics" (including the math crisis, and peers, scademic aptitude and academic achievement); and (6) "Excellence, Academic Achievement, and Mathematics." A bibliography including 47 books and reports, and 118 articles is appended. (CW)

ED 297 962 SE 049 460
Malone, Mark R. Strawitz, Barbara M.
Relative Effects of Microteaching and Field Experience on Preservice Teachers.
Pub Date—17 Apr 85

Relative Effects of Microteaching and Field Experience on Preservice Teachers.

Pub Date—17 Apr 85

Noto—18p; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (58th, French Lick Springs, IN, April 15-18, 1985).

Pub Type—Reports - Research (143)—Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—4 Attitude Measures, College Science, Higher Education, "Microteaching, "Preservice Teacher Education, Science Education, Student Teacher Student Teacher Education, Student Teachers, "Student Teacher Evaluation, Student Teachers, "Student Teacher Education, Student Teachers, "Student Teachers, Pathon Student Teachers, "Student Teachers, Student Teachers, Student Teachers, Student Teachers, Student Teacher Education, Student Teachers, "Student Teachers, Student Teacher Education, Student Teachers, "Student Teacher Education, Student Teachers, "Student Teacher Education, Student Teachers, Student Teacher Education, Student Teachers, "Student Teacher Education, Student Teachers, University of the Student Teacher, Stude

ED 297 963 SE 049 461

EAJ 297 963

Ryun, Joseph M.

Improving Mathematics Curriculum and Instruction: A South Carolina Model for Using Statewide Test Data.

Southeastern Educational Improvement Lab., Research Triangle Park, NC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—88

Contract.—400.86.0027

and improvement (ED), washington, DC.
Pub Date—88
Contract—400-86-0007
Note—549.
Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF0I/PC03 Plus Postage.
Descriptors—\*Criterion Referenced Tests, Elementary Education, "Elementary School Mathematics, "Evaluation Utilization, Mathematics Education, "Mathematics Tests, "Test Interpretation, Test Results, Test Theory, "Test Use
This monograph is designed for educators who
must make decisions about curriculum, instruction, and the training of teachers. Many important educational decisions are made based primarily, if not exclusively, on test scores. This reliance on test scores has evolved for a variety of reasons. This monograph starts with test scores as a given in scores has evolved for a variety of reasons. This monograph starts with test scores as a given in American education today, not as an endorsement of the emphasis given to test scores, but as a recognition of what has become common practice. The purpose of this monograph is to describe a set of procedures for reanalyzing test data to extract as much useful information as possible for making important educational decisions. The monograph and procedures described in it focus on the reanalysis of currently available test data, not on collecting new test data and initial analysis. The reasons for focusing on the reanalyses of currently available test data are described in the text. In this monograph, the reanalysis of mathematics test data is described as a model for other educators interested in taking full advantage of test data that have already been collected. (PK)

SE 049 464

ED 297 904
Zeidler, Dana Lewis
Moral Education: The Missing Link to Science,
Technology and Society Programs.
Pub Date—87
Note—20p.; Paper presented at the Annual Meeting of the National Science, Technology, Society
Conference (2nd, Washington, DC, February 7, 1047).

Conference (2nd, Washington, DC, Pebruary 7, 1987).

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PO1 Plus Postage.
Descriptors—"Elementary School Science, Elementary School Science, Elementary School Science, Elementary School Science, Elementary School Science, Science and Society, Science Education, Science Instruction, Science and Society, Science Education, Science Instruction, Science Education, Science Instruction, Science education incorporate a social dimension based on an interdisciplinary curriculum. The importance of such an approach has been recognized by educators and many science-technology-society (STS) programs have been developed as a response to this social need. However, such programs may fall short of their mark without adequate treatment to the process of moral education for the students engaged in these programs. This paper argues that the process of moral development and policymaking are necessary in the classroom both as a foundation of moral education and as the link which will make otherwise interesting STS programs pedagogically effective ones. This paper explores viable approaches which ducators may use in presenting the idea of competing choices with respect to ethical issues in STS and an overview of some of the problems in applying ethical theory to social problems. (Author/CW)

Webb. Norman L. And Others

The Urban Mathematics Collaborative Project:
Report to the Ford Foundation on the 1986-87
School Year. Program Report 83-1.

Wisconsin Center for Education Research, Madi-

son.

Spons Agency—Ford Foundation, New York, N.Y.
Pub Date—Jan 88
Note—361p.
Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC15 Plus Postage.
Descriptors—Cooperation, "Elementary School Mathematics, Elementary School Mathematics, Education, "Mathematics Curriculum, Mathematics Education, "Mathematics Curriculum, Mathematics Education, "Mathematics Instruction, Participative Decision Making, "Secondary School Mathematics, "Urban Education, Urban Studies, "Urban Teaching Identifiers—"Urban Mathematics Collaborative Project

Project
In 1984 the Urban Mathematics Collaborative
(UMC) project was initiated to improve mathematics education in inner-city schools and to identify In 1984 the Urban Mathematics collaborative (UMC) project was initiated to improve mathematics education in inner-city schools and to identify new models for meeting the ongoing professional needs of teachers. UMCs are located in Cleveland, Minneapolis-St. Paul, Los Angeles, Philadelphia, San Franciaco, Durham, Pittsburgh, San Diego, St. Louis, Memphis, and New Orleans. In addition, two other projects were established: a Documentation Project to monitor the activities of the new collaboratives and a Technical Assistance Project to serve as a source of information for the collaborative projects. In each of the 11 cities, the UMC project supports collaboration among groups of mathematicians from high schools, higher education institutions, and industries, and encourages teaching in industries, and encourages teacher participation in a broadly based local mathematics community. This report presents an overview of the efforts of the UMC project as a whole, as well as a brief description of each of the collaboratives and the Technical Assistance Project. The Appendix of the report includes a detailed progress report for each of the projects for the 1986-87 school year. (PK)

SE 049 466

Canadian Mathematics Education Study Group (Groupe Canadien D'etade en Didactique des Mathematiques). Proceediags of the Study Group Meeting (10th, St. John's, Newfoundland, Canada, June 8-12, 1986). Canadian Mathematics Education Study Group. Pub Date—87 Note... 147

Canadian Mathematics Education Study Group.
Pub Date—87
Note—147p.; For 1987 Proceedings, see ED 295
842. Contains small and broken type which may not reproduce well.
Pub Type—Collected Works - Proceedings (021)
EDRS Price - MP0L/PC06 Plus Pestage.
Descriptors—°College Mathematics, "Computer Oriented Programa, Concept Formation, Educational Research, "Elementary Secondary Education, Education, Mathematical Applications, Mathematics Curriculum, Mathematics Education, Mathematics Instruction, Secondary School Mathematics, Sex Differences, Statistics, "Teacher Education Identifiers—"Mathematics Education Research
These proceedings contain lectures concerned with problem solving, applications of undergraduate mathematics, and aspects of current research in mathematics in mathematics and aspects of current research in mathematics in the mathematics in the publication of current research in the publication of curr

ED 297 967

Jayaratne, Toby Epitein
The Impact of Mothers' Math Experiences on Their Doughters' Attitudes toward Math.
Pub Date—87
Note—9p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, "Elementary School Mathematics, Elementary Secondary Education, "Mathematics Education, "Parent Attitudes, "Parent Background, "Secondary School Mathematics, Sex Differences, Student Attitudes
A large body of research literature has indicated

Attitudes

A large body of research literature has indicated
that parents exert a strong influence on their children's development of achievement attitudes. It is
suggested that children's beliefs about achievement
appear to be related to parents' expectations about
their childrens' achievement but not to parent's attitheir childrens' achievement but not to parent's stitudes regarding their own abilities and experiences. This study explores the possibility of different modeling effects in children whose parents have some college or less versus children whose parents have a college degree or more. Results indicate that significant effects emerged in only one subgroup-higher-educated mothers and their daughters.

ED 297 968 SE 049 468

Daob, Marcia J.
Improving Fifth Grade Students' Participation in and Attitudes toward the Science Fair through Guided Instruction.
Pub Date—488
Note—109p.; Ed.D. Practicum, Nova University

Guided Instruction.

Pub Date—88

Note—199p.; Ed.D. Practicum, Nova University.

Pub Type—Reports - Research (143)

EDRS Price - MFDI/PC05 Plus Pastage.

Descriptors—"Elementary School Science, Grade
5, "Intermediate Grades, "Parent Attitudes, "Science Activities, Science Education, "Science Fairs, Science Projects, "Student Attitudes
This practicum addressed the problem of decreased participation of fifth-grade students in the science fair. At this grade level, the science fair did in the science fair in the science fair in the science fair in the science fair. At this grade level, the science fair the desire to tackle this monumental task does not match their developing cognitive skills. The literature disclosed evidence that would support this age students' lack of skill needed for experimenting. The literature also offered a variety of suggestions for successful science fairs. The goals of the practicum were: (1) to improve participation of fifth-grade students in the science fair; and (2) to improve the students attitude toward the science fair. To attain the goals, the writer implemented a program offer-

ing a special science class that addressed the need of those fifth-grade students interested in participating in the science fair. The students were guided through all the science process skills necessary to create and develop a science fair project with the use of a step-by-step workbook that was written especially for such students. The data analysis indicates that fifth-grade participation was not increased, but attitudes of both students and parents toward the fair improved. (Author)

ED 297 969 SE 049 470

ED 297 969

SE 049 470
Kings. Clive
Science for the Future: Book L.
Report No.—ISBN-0-17-006810-2
Pub Date—5 Oct 87
Note—227p.; Drawings, photographs and some
pages with colored print may not reproduce well.
Pub Type—Guides—Classroom—Teacher (052)
EDRS Price—MP0L/PC10 Plus Postage.
Descriptors—Biological Sciences, Elementary
School Science, Elementary Secondary Education, Foreign Countries, Intermediate Grades,
"Laboratory Procedures, "Laboratory Safety,
Physical Sciences, Science Activities, Science
Education, "Science Experiments, Teaching
Methods
This book is designed to develop sequentially a
range of concepts and skills relevant to the basic
disciplines of science. Emphasis has been given to
the knowledge basis of science, the social context of
science, design and technology, and knowledge and
skills relevant to personal development. Students
are provided an opportunity to engage in guided an
unguided inquiry, use library references, and to ask
other people for information. Students are encouraged to record their observations, make tables,
make drawings, and note their conclusions. Chapters include: (1) "You Are a Scientist"; (2) "The
Nature of Living Things"; (3) "Using our Senses";
(4) "The World through the Microscope"; (5) "Woties", (6) "Plants and Soils"; (7) "Magnetism"; and
(6) "Heasting and Separating Chemical Substances."
Each chapter includes background information, activities, experiments list materials, procedures, and
questions. Appendices include a skills and sequence
chart, laboratory safety rules, writing a report, and
a glossary. (CW)

ED 297 970 SE 049 471

EAU 27/ 970

SE 049 47:
Hayden, Harvey And Others

Avoiding Influsion Confusion Kindergarten through
3rd Grade. A Practical Handbook for Influsing
Environmental Activities into Your Clasaroom.
Central Wisconsin Environmental Station, Steven
Point.; Wisconsin Association for Environmenta
Education.; Wisconsin Univ., Stevens Point.
Pub Date—87

Note—1037: For related Assumptions SE 24

-103p.; For related documents, see SE 049

Note—103n; For related documents, see SE 049
472-474.

Available from—Central Wisconsin Environmental
Station, 7290 County MM, Amherst Junction, WI
34407 (35.00, 10% discount for 4 or more).
Pub Type—Guides—Classroom—Teacher (052)
EDRS Price - MP01/PC05 Plus Pestags.
Descriptory—Educational Objectives, Elementary
Education, "Elementary School Science, "Environmental Education, "Instructional Materials,
Primary Education, "Resource Units, "Science
Activities, Science and Society, Science Education, Teaching Guides
To some educators, infusing environmental education into different subject areas at different levels
may seem like an insurmountable task. This handbook was developed to take the guesswork out of
this process and alleviste the fear and confusion that
may result. It was designed to assist with infusing
awareness and attitude activities into the classroom,
correlate widely used curriculum supplements with
the objectives and principles in the Wisconsin Department of Public Instruction's environmental education guide, and simplify the infusion process using
proven and effective activities. Activities are categorized by subject areas, grade levels, environmental education objectives, and ecological principles.
Major resources coordinated in this volume include:

(1) "Project Learning Tree"; (2) "Project WILD";
(3) "Living Lightly in the City"; (4) "Nature with
Children of all Ages"; and (5) "Sharing Nature with
Children." The "Pundamental Environmental Principles" are enumerated. Appendices include a
'Grades K-3 Appendix' and additional environmental education resources. (CW)

ED 297 971

ED 297 971 SE 049 472 Hayden, Harwy And Others
Avoiding Infusion Confusion 4th through 6th
Grades. A Practical Handbook for Infusing Environmental Activities into Your Classroom.
Central Wisconsin Environmental Station, Stevens
Point; Wisconsin Association for Environmental
Education; Wisconsin Univ., Stevens Point.
Pub Date—87
Note—101p.; For related documents, see SE 049
471-474.

Prob Date—87
Note—101p.; For related documents, see SE 049
471-474.
Available from—Central Wisconsin Environmental
Station, 7290 County MM, Amherst Junction, WI
54407 (\$5.00, 10% discount for 4 or more).
Pub Type—Guides—Classroom—Teacher (052)
EDRS Price—MP01/PC05 Plus Pestage.
Descriptors—Educational Objectives, Elementary
Education, "Elementary School Science, "Environmental Education, "Instructional Materials,
Intermediate Grades, "Resource Units, "Science
Activities, Science and Society, Science Education, Teaching Guides
To some educators, infusing environmental education into different subject areas at different levels
may seem like an insurmountable task. This handbook was developed to take the guesswork out of
this process and alleviate the fear and confusion that
may result. It was designed to assist with infusing
knowledge and attitude activities into the classroom, correlate widely used curriculum supplements with the objectives and principles in the
Wisconsin Department of Public Instruction's environmental education guide, and simplify the infusion process using proven and effective scitivities.
Activities are categorized by subject areas, grade
levels, environmental education objectives, and ecological principles. Major resources coordinated in
this volume include: (1) "Project Learning Tree";
(2) "Project WILD"; (3) "Living Lightly in the
City"; (4) "Nature with Children." The "Fundamental Environmental Principles" are enumerated.
Appendices include a "Grades 4-6 Appendix" and
suvironmental education resources. (CW)

ED 297 972.

SE 049 473

SE 049 473

ED 297 972

Hayden, Harvey And Others
Avoiding Infusion Confusion 7th through 9th Grades. A Practical Handbook for Infusing Environmental Activities into Your Classroom.
Central Wisconsin Association for Environmental Education.; Wisconsin Infusion for Environmental Education.; Wisconsin Univ., Stevens Point.
Pub Date—87
Note—116. Per salested Accessed.

lote—116p.; For related documents, see SE 049 471-474.

Note—16p.; For related documents, see SE 049
471-474.
Available from—Central Wisconsin Environmental
Station, 7290 County MM, Amherst Junction, WI
54407 (\$5.00, 10% discount for 4 or more).
Pub Type—Guides—Classroom—Teacher (052)
EDRS Price—MP01/PC05 Plus Postage.
Descriptors—Educational Objectives, "Environmental Education, "instructional Materials, Junior High Schools, "Resource Units, "Science
Activities, Science and Society, Science Education, Secondary Education, "Secondary School
Science, Teaching Guides
To some educators, infusing environmental education into different subject areas at different levels
may seem like an insurmountable task. This hand-book was developed to take the guesswork out of
this process and alleviate the fear and confusion that
may result. It was designed to assist with infusing
knowledge, skill and attitude activities into the
classroom, correlate widely used curriculum supplements with the objectives and principles in the Wisconsin Department of Public Instruction's
environmental education guide, and simplify the infusion process using proven and effective activities.
Activities are categorized by subject areas, grade
levels, environmental education objectives, and ecological principles. Major resources coordinated in
this volume include: (1) "Project Learning Tree";
(2) "Project WILD"; (3) "Living Lightly on the
Planet"; (4) "Investigating and Evaluating Environmental Issues and Action Skill Development
undules"; and (3) "CLASS Project." The "Fundamental Environmental Principles" are enumerated.
Appendiose include a "Grades 7-9 Appendix" and
environmental education resources. (CW)

ED 297 973 SE 049 474

Hayden, Harvey And Others

Avoiding Infusion Confusion 10th through 12th
Grades. A Practical Handbook for Infusing Enviroumental Activities into Your Classroom.

Central Wisconsin Environmental Station, Stever

Point.; Wisconsin Association for Environmental Education.; Wisconsin Univ., Stevens Point. Pub Date—87 Note—104p.; For related documents, see SE 049 471-473.

Note—104p; For related documents, see SE 049
471-473.
Available from—Central Wisconsin Environmental
Station, 7290 County MM, Amherst Junction, WI
54407 (\$5.00, 10% discount for 4 or more).
Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Educational Objectives, "Environmental Education, High Schools, "Instructional Materials, "Resource Units, "Science Activities, Science and Society, Science Education, Secondary Science Activities, Science and Society, Science Education, Secondary Education, "Secondary School Science, Teaching Guides
To some educators, infusing environmental education into different subject areas at different levels may seem like an insurmountable task. This handbook was developed to take the guesswork out of this process and alleviate the fear and confusion that may result. It was designed to assist with infusing skill, participation and attitude activities into the classroom, correlate wickly used curriculum supplements with the objectives and principles into the classroom, correlate wickly used curriculum supplements with the objectives and principles into the classroom, correlate wickly used curriculum supplements with the objectives and principles instruction's environmental education guide, and simplify the infusion process using proven and effective activities. Activities are categorized by subject areas, grade levels, environmental education objectives, and ecological principles. Major resources coordinated in this volume include: (1) "Project Learning Tree"; (2) "Project WILD"; (3) "Living Lightly on the Flancet"; (4) "Investigating and Evaluating Environmental Environmental Environmental Environmental Finiciples" are enumerated. Appendices include a "Grades 10-12 Appendix" and environmental education resources. (CW)

ED 297 974

ED 297 974 SE 049 475

ED 297 974

Frendergast, Wilfred Francis
Physics Problem Solving: Student Performance
Analysis on Mechanics Problems Requiring Diagrammatic Visualisation.
Pub Date—34

Note—209p.; Master's Thesis, Western Australian
Institute of Technology.
Pub Type—Reports—Research (143) — Dissertations/Theses—Masters Theses (042)
EDRS Price—MPDI/PC09 Plus Pestage.
Descriptors—Cognitive Processes.
Pescriptors—Cognitive Processes.
Pescriptors—Cognitive Processes.
Poreign
Countries, "Heuristics, Masters Theses, "Mechanics (Physics), "Physics, "Problem Solving,
Science Education, Secondary Education, "Secondary School Science, Test Items, Test Results
Identifiers—Australia
This study investigated problem solving skills in
mechanics problems that required the use of diagrams. These akills were examined in two ways.
First, the study examined student problem solving
akills using solution scripts from the Western Australian Tertiary Admission Examination in physica.
Solution attempts by students in the 1978 and 1979
physics papers were used as an information base, to
identify and classify student difficulties in selected
mechanics problems. Second, student problem solving
akills were further examined to detail the error
types in performance on diagram analysis. A population of students attempts followed four seperate
methods. Each method of solution was analyzed
separately. The findings of this analysis identified
many points of difficulty. A further study examined
in detail the errors involved in student performance
on diagram analysis. Analysis of test results provided information on the initial steps and difficulties
for student problem solvers using diagrams as a sotution sid. The general findings of this study suggest
that student inability to use diagram analysis is a
major influence on the lack of mechanics problem
solving competence among tertiary admission examinees. There is in this finding an implied demand
for a clearer problem solving strategy, where the use
of diagram analysis is appropriate. (Author/CW)

ED 297 975 75 SE 049 476 ally Related Science, Draft Curriculum

196-87. New York State Education Dept., Albany. Div. of Occupational Education Programs. Pub Date.—86 Note—114p. Pub Type.— Guides - Classroom - Teacher (052) EDRS Price - MP01/PC05 Plus Postage.

Descriptors—"Biological Sciences, Chemistry, Course Content, "Course Descriptions, Instructional Materials, Integrated Curriculum, "Occupational Safety and Health, "Physical Sciences, Physics, Science Education, "Science Instruction, Secondary Education, "Secience Instruction, Secondary Education, "Secience Instruction, Secondary Education, "Secience Instruction, Secondary Education To prepare occupational students for employment, a basic understanding of scientific knowledge and the processe of science that have been applied in the development of tools, machines, instruments, and technological techniques or processes should be taught. When a second unit of science was included for all high school students in the New York State Regents Action Plan, an option for a specific science course devoted to the practical application of scientific concepts was approved for occupational students. This syllabus was initiated because science learned in the process of sequiring an occupational preparation can be related to the knowledge needs of workers and consumers. Specific performance learned in the process of sequiring an occupational surperparation can be related to the knowledge needs of workers and consumers. Specific performance learned in the process of sequiring an occupational strategies are identified. Topics included in this syllabus are: (1) "Health Science and Safety" (including The Healthy Worker and The Safe Worker); (2) "Physics Applications" (including Mechanics, Wave Morton and Energy Relationships, Hydraulics and Pheumatics, and Energy in Electricity and Magnetism); (3) "Chemical and Material Science Applications" (including Spheres of the Ecosystem, Cycles of the Ecosystem, Energy Flow in an Ecosystem, and Human Ecological Relationships and Adaptations). (CW)

SE 049 478

Sworder, Steve Exclusivity of the Mathematics Department in Certifying Associate Degree Mathematics Com-

Exclusivity of the Mathematics Department in Certifying Associate Degree Mathematics Competency.

Pub Date—Apr 87

Note—78p; A study at Saddleback College, Mission Visio, CA.

Pub Type—Reports - Research (143)

EDRS Price - MFDI/PCD4 Plus Postage.

Descriptors—Associate Degrees, "College Mathematics, "Community Colleges, Higher Education, "Mathematics Education, Mathematics Schills, "Mathematics Education, Mathematics Schills, "Mathematics Education, Mathematics Colleges," Minimum Competency Testing, State College, "Minimum Competency Testing, State College, CA

This study was designed to determine the level of support among Saddleback College (California) students and faculty for maintaining the current exclusivity of the Mathematics Department in certifying student competence in mathematics as required for the associate degree. The study also identified current practices used by California community colleges to determine student competence in mathematics for the associate degree. The level of College support was measured using an opinion survey of full-time faculty members and the students enrolled in courses during the fall 1986 semester that satisfied the associate degree general education requirement in communication skills and critical thinking. Current practices employed by the 105 California community colleges were identified through a review of the catalog of each college and direct contact with the mathematics department chair of each of the 10 colleges for which the catalog supplied insufficient information. It was concluded that a high level of support existed for the exclusive of the Mathematics Department in certification of student mathematics competence. (Author/PK)

ED 297 977 SE 049 479 Buerk, Dorothy
Carolyn Werbel's Journal: Voicing the Struggle To
Make Meaning of Mathematics. Working Paper No. 160.

No. 160.

Spons Agency—Andrew W. Mellon Foundation, New York, N.Y.; Fund for the Improvement of Postsecondary Education (ED), Washington, DC. Pub Date—86

Note—22p.
Available from—Wellesley College Center for Research on Women, Wellesley, MA 02181 (\$3.00).

Pub Type— Opinion Papers (120) — Guides—Classroom—Teacher (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*College Mathematics, \*Content

Area Writing, Creative Writing, Higher Educa-tion, \*Mathematics Anxiety, Mathematics Edu-cation, \*Mathematics Instruction, Sex Differences, Student Attitudes, Writing (Compo-

cation, "Mathematics Instruction, Sex. Differences, Student Attitudes, Writing (Composition)
This publication focuses on the work of one bright but math avoidant student in a writing seminar in mathematics. The introductory portion of the document explains the philosophy, goals, and activities of the seminar. The course is intended to provide opportunities for students in the humanities to experience mathematics as a discipline at once creative, intuitive, and historical, with special attention to the alienation of women from mathematics. Topics considered might include Pascal's triangle, the Pythagorean theorem, the Fibonacci sequence, the golden ratio, the roles of zero and the square root of 2 in the number system, and geometries beyond Euclid's. Through informal writing in a personal journal the students: (1) record their insights on the mathematical activities done in class; (2) record their rescions to the course and to writings about mathematics; (3) ponder their views of mathematics as a field of knowledge and their recollections about being taught mathematics; and (4) develop their ideas for use in the writing of short cassays. After this general discussion, excerpts from the student's journal are presented in the second half of the paper. (PK)

SE 049 600

presented in the second half of the paper. (PK)
ED 297 978
SE 049 600
Elfner, Lynn Edward, Ed.
Litter Prevention & Recycling. Ohio Science
Workhook: 1987 Edition
Ohio Academy of Science, Columbus.
Spons Agency—Ohio State Dept. of Natural Resources, Columbus.
Pub Date—87
Note—86p.; Drawings may not reproduce well.
Available from—The Ohio Academy of Science,
445 King Avenue, Columbus, OH 43201 (free
while supply lasts).
Pub Type—Guides—Classroom—Teacher (052)
EDRS Price—MF01/PC04 Plus Postage.
Descriptors—Elementary School Science, Elementary Secondary Education, "Environmental Education, "Instructional Materials, Pollution,
Recycling, Science Activities, Science Education,
Science Projects, "Secondary School Science,
"Solid Wastes, "Student Projects, Student Research, "Waste Disposal
Every active family and business produces solid
waste, some of which are the nonhazardous discards
of society. Taken as individual substances, our
newspapers, food leftovers, containers and wrappings, grass clippings and tree limbs seem harmless
enough. But huge volumes of these materials are
generated daily. It has been projected that many
counties in Ohio may run out of approved landfill
space by the end of this century. The purpose of this
publication is to promote student research on litter
prevention and recycling. This science workbook
contains 26 student research project ideas submitted by business, industry, trade associations, and
others. Also included are "The Solid Waste Crisis in
Ohio"; "Background on Litter Prevention and Recycling"; and "How to Find Information on Litter
Prevention and Recycling" (including information
on using the library, reference books, journals, indicer, abstracts, vertical file and letter writing). "References and Resources" include the addresses of 40
over 200 references. (CW)

ED 297 979
SE 049 605

SE 049 605 ED 297 979

ED 297 979

Holm, Amy E.

Tropical Forests. Global Issues Education Packet.

Pub Date—87

Note—16p.; For other packets in this series see SE
049 606-609. Contains photographs which may
not reproduce well.

Available from—Global Tomorrow Coalition, 1325
E Street, NW, Suite 915, Washington, DC 20005
(37.00 each packet, set of 5 packets 330.00).

Pub Type—Guides—Classroom—Teacher (052)
EDRS Price—MP01 Plus Postage. PC Not Available from EDRS.

Descriptora—Biological Sciences, Ecological Factors, "Ecology, Educational Games, Elementary
School Science, Elementary Secondary Education, "Environmental Education, Instructional
Materials, Intermediate Grades, Middle Schools, Science Activities, "Science and Society, Science
Education, Secondary Education, "Secondary
School Science
Identifiers—Tropical Forests
Tropical forests provide the world with many

products and an incredible diversity of plant and animal life. These forests also provide watershed areas, soil control, climate regulation, and winter homes for migrating birds from North America. It is believed that about 40% of tropical forests have already been destroyed in the last 20-30 years, prompted by social and economic pressures. To curtail this trend, attitudinal and institutional changes in the industrialized nations of the world must be made to preserve the economic and environmental security of the world. Education can create an awareness of this issue from which decisions can be formulated and appropriate actions taken. This document contains six activities for intermediate and middle school students including: (1) "Tropical Pursuit"; (2) "Tropical a Topical"; (3) "Follow the Yellow Brick Road"; (4) "Monkey See, Monkey Do"; (5) "A Tropical a Tall"; and (6) "May the Forests be With You." Each activity provides a brief description, a concept statement, objectives, background information, a list of relevant subject areas and skills, a list of materials, and the procedures used to conduct the activity. (CW)

ED 297 980

SE 049 606

Holm, Amy E.
Population, Global Issues Education Packet.
Pub Date—86

Pub Date—86

Note—11p.; For other packets in this series see SE
049 605-609. Contains photographs which may
not reproduce well.
Available from—Global Tomorrow Coalition, 1325
E Street, NW, Suite 915, Washington, DC 20005
(37.00 each packet, set of 5 packets 330.00).
Pub Type—Guides—Classroom—Teacher (052)
EDRS Prices—MF01 Plus Peatage. PC Not Available from EDRS.
Descriptors—Biological Sciences, Elementary
School Mathematics, "Elementary School Science, Elementary Secondary Education, Instructional Materials, Intermediate Grades,
Mathematics Education, Middle Schools, Overpopulation, "Population Growth, Science Activities, "Science and Society, Science Education,
Secondary Education, "Secondary School Science

Secondary Education, "Secondary School Science
One of the most critical issues that faces humanity is the world population prowth can directly affect sensitive issues such as the state of the environment, economic development, health, resource uses, and consumption. Though we have achieved the capability to override many of nature's limitations, we live in a limited space on limited resources. Many feel that the quality of life for future generations is being severely threatened by the continued rise in human population growth. These facts and trends should serve to augment the importance of educating young people about the issue of population. This curriculum guide represents a deliberate attempt to focus on population as a numbers game, since in order to understand the issues surrounding population, it is necessary to first understand the scientific or mathematical facts of population growth. Activities include: (1) "A Sense of Census"; (2) "Sheba the Amoeba"; (3) "The Potential of Exponential"; and (4) "Growing Globally." Each activity provides a brief description, a concept statement, objectives, background information, a list of subject areas and skills, a list of materials, and the procedures used to conduct the activity. (CW)

ED 297 981

ED 297 981

SE 049 607

Holm. Amy E.
Consider the Connections. Global Issues Education
Packet.
Pub Date—86
Note—37b.: For other packets, in this series are 6

Packet.
Pub Date—86
Note—37p.; For other packets in this series see SE
049 605-609. Contains photographs which may
not reproduce well.
Available from—Global Tomorrow Coalition, 1325
E Street, NW, Suite 915, Washington, DC 20005
(37.00 each packet, set of 5 packets \$30.00).
Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MP01 Plus Postags. PC Not Available from EDRS.
Descriptors—Ecology, Elementary School Science,
Elementary Secondary Education, "Environmental Education, "Global Approach, Instructional
Materials, Intermediate Grades, Middle Schools,
Natural Resources, Overpopulation, "Science and
Society, Science Education, Secondary Education, "Secondary School Science
The old ways of doing things are no longer suitable to some of the current conditions faced by the
world, such as overpopulation, environmental deg-

RIE JAN 1985

radation, unstable economic development, and wasteful consumption of natural resources. In order to achieve a sustainable future, nations must develop better long range planning through combining economic, environmental, and demographic priorities. This packet is designed to help improve this process by giving students information, a perspective of the global scene, and guidance to develop critical analytical skills. Four activities are included:

(1) "The Big Picture"; (2) "Global Alphabet Book";

(3) "Biosphere in a Jar"; and (4) "Mind Your Manor." Each contains a brief overview, a concept statement, objectives, a list of relevant subject areas and skills, a list of materials, and procedures used to carry out the activity. Some cut-out pages are included. (CW)

ED 297 982

SE 049 608

Holm, Amy E. Marine and Coas cation Packet. Pub Date—87 tal Resources. Global Issues Edu-

Note—24p.; For other packets in this series see SE 049 606-609. Contains photographs which may

Note—24p.; For other packets in this series see SE 049 606-609. Contains photographs which may not reproduce well.

Available from—Global Tomorrow Coalition, 1325 E Street, NW, Suite 915, Washington, DC 20005 (\$7.00 each packet, set of 5 packets \$30.00). Pub Type—Guides - Classroom—Teacher (052) EDRS Price—MP01 Plus Postage, PC Not Available from EDRS.

Descriptors—Biological Sciences, "Ecology, Elementary School Science, Elementary Secondary Education, "Environmental Education, Estuaries, Instructional Materials, Intermediate Grades, Marine Biology, "Marine Education, Middle Schools, Oceanography, "Science Activities, Science At least 70% of the Earth is covered with water. This packet provides background information on eight areas of concern regarding marine and coastal resources. Considered are: (1) "Coastal Resources"; (2) "Mangroves"; (3) "Coral Reefs"; (4) "Ocean Resources"; (5) "Aquaculture"; (6) "Pollution"; (7) "Marine Debris"; and (8) "The Global Commons. Activities included in this packet are designed to increase students' awareness of these issues. Each activity includes a brief description, a concept statement, objectives, a list of relevant subject areas and skills, materials, and procedures. Several maps and worksheets for copying are included in this packet Individual activity lessons include: "Common Concerns"; "Sringing up Baby"; "Polyp Pile-up"; "Sea of Debris"; and "Wave of the Puture." A pieture for coloring is also included. (CW)

ED 297 983

SE 049 609 Holm, Amy E.
Biological Diversity, Global Issues Education
Packet,
Pub Date—86

ote-18p.; For other packets in this series see SE 049 606-608. Contains photographs which may

Note—18p.; For other packets in this series see SE 049 606-608. Contains photographs which may not reproduce well.

Available from—Global Tomorrow Coalition, 1325 E Street, NW, Suite 915, Washington, DC 20005 (87.00 each packet, set of 5 packets \$30.00). Pub Type—Guides - Classroom - Teacher (052) EDRS Price - MP01 Phs Postage. PC Not Available from EDRS.

Descriptors—Biological Sciences, Elementary Secondary Education, "Endangered Species, "Environmental Education, Instructional Materials, Intermediate Grades, Middle Schools, "Science Activities, Science Education, Secondary School Science Identifiers—"Extinction (Species)

Biological diversity, also commonly called genetic diversity, refers to the variety of organisms on Earth. Scientists are concerned that many species will become extinct because of extensive development in the tropical regions. This packet is designed to increase student's awareness shout direct and indirect causes of extinction, endangered species, and the reasons for preserving the genetic diversity of life on Earth. Activities included are: (1) "Variety is the Spice of Life"; (2) "Pave Paradise?"; (3) "Let's Make a Deal"; (4) "Invasion of the Species Snatchers"; and (5) "Talk to the Animals." Each activity includes a brief description, a concept statement, objectives, a list of relevant subject areas and skills, a list of materials, lesson preparation direction, and a suggested procedure. Several of the activities are accompanied by reproducible materials such as game cards. (CW)

SE 049 610

ED 297 984

Hollweg, Karen S
Denver Audubon Society's Urban Education
Project: Volunteers Teaching Children.
Denver Audubon Society, CO.

Carona Agency—National Science Foundation

Science Foundation.

Pub Date—88 Grant—NSF-MDR-8550164 Grant—NSF-MDR-8530104
Note—105p; Portions contain small print.
Available from—Denver Audubon Society, Urban Education Project, 975 Grant St., Denver, CO 80203 (\$5.00).

BUZUS (\$5.00).

Pub Type— Reports - Descriptive (141) — Guides
- General (050)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

General (050)

EDRS Price - MF01 Plus Pestage. PC Not Available from EDRS.
Descriptors—Biological Sciences, Educational Strategies, 'Elementary School Science, Elementary Secondary Education, Instructional Development, 'Outdoor Education, Secondary Enducation, Secondary Education, Secondary Educati

Managing Your Mathematics Program: A Tota System. A Guide to the U-SAIL Basic Mathe

matics System.

Utah System Approach to Individualized Learning

Utah System Approach to Individualized Learning Project.

Spons Agency—Department of Education, Washington, DC.

Pub Date—\$8

Note—37p.; Most of the document is printed on colored paper. Portions contain small print.

Pub Type—Guides—Classroom—Teacher (92)

EDRS Price—MP01/PC02 Plus Postage.

Descriptors—"Arithmetic, Basic Skills, Class Organization, Elementary Education, "Elementary School Mathematics, Instructional Improvement, "Management Systems," "Mattery Learning, Mathematics Education, "Mathematics Instruction, Recordkeeping, Skill Development Identifiers—"Utah

The Utah System Approach to Individual Learning (U-SAIL) Mathematics System was developed to make it possible for teachers to provide excellence in arithmetic instruction. It is based on the premise that in order to teach arithmetic well, teachers must accurately assess, teach directly, provide students with focused practice, corrective feedback, active learning time, and application of each mathematics concept taught until it is determined that a concept has been mastered. The system includes all of the elements necessary for the planning, organization, management and instruction of basic arithmetic concepts. The program outlined includes discussion and suggestions on five steps: (1) plan what you want to accomplish; (2) know the content to be taught; (3) organize for instruction; (4) establish a management system; and (5) teach effectively and efficiently. The sixth stage is a systematic

approach to the classroom in action through a re-view of critical steps. The document also includes a content list for kindergarten through sixth grade mathematics concepts, a sequence for instruction, and a time schedule for a mathematics class. (PK)

SE 049 612

ED 297 986 SE 049 61.

Berman, David And Others
Comprehensive Instructional Management System (CIMS). A Cyclical Mathematics Curriculum. Part 1-Teacher. Experimental. Level 6.

Revised.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction. Report No.—CURRIC-00-6006-31; ISBN-88315-523-0

Pub Date-88

Report No.—CURRIC-00-6006-31; ISBN-88315-523-0
Pub Date—88
Note—441p; Some figures may not reproduce well.
Available from—Bureau of Supplies, CIMS, 44-36
Vernon Bivd., Long Island City, NY 11101
(519.00, includes binder, answer key).
Pub Type—Guides - Classroom - Teacher (052)
Pub Type—Guides - Classroom - Teacher (052)
Pub Type—Guides - Classroom - Teacher (052)
Descriptors—Computer Managed Instruction,
Computer Uses in Education, Educational Assessment, "Elementary School Mathematics,
Grade 6, Intermediate Grades, "Management Systems, Mastery Learning, Mathematics Education, "Mathematics Instruction, "Mathematics Crasts, "Teaching Methods
The Comprehensive Instructional Management Systems (CIMS) is a unified mathematics curriculum for grades K-7. The curriculum is cyclical in design, and reflects the most recent New York City and New York State guidelines. Utilizing the experience of classroom teachers, a teacher-designed curriculum was developed that includes a rich selection of classroom-tested successful mathematics activities. The major goal of the CIMS mathematics project is to provide the classroom teacher with a well-structured, objective-based curriculum. All objectives are supported by a variety of strategies. Student mastery of these objectives is readily diagnosed through the system's testing component. The curriculum format is structured to allow the teacher to determine the ability level of the students in the topic under study, and to permit the students to move forward at their individual rates. Each module of instruction provides the teacher with a set of related performance objectives. These objectives are supported by activities which probe and develop the students' readiness to undertake new skills and concepts. Further reinforcement is given to master the objectives through accompanying student workbooks. This document is the manual developed for grade six and covers 14 topics. Tests are integrated into the manual sequence. (PK)

ED 297 987 SE 049 617

Cho, Jung-il
An Investigation of Fifth and Eighth Grade Korean
Students' Misconceptions of Photosynthesis.
Pub Date—88

Note—294p.; Ph.D. Dissertation, The Ohio State University.

Note—294p.; Ph.D. Dissertation, The Ohio State University.
Pub Type— Dissertations/Theses - Doctoral Dissertations (041) — Tests/Questionnaires (160) EDBS Price - MP01/PC12 Plus Pestage.
Descriptors—Biology, Botany, Comprehension,
"Concept Formation, Doctoral Dissertations, Educational Research, Elementary Education, "Elementary School Science, Foreign Countries, Learning Processes, "Logical Thinking, "Misconceptions, "Photosynthesis, Piagetian Theory, Science Education, Secondary School Science Identifiers—"Kores
Many researchers believe that prior knowledge is the single most important variable influencing learning, Learning in the classroom is determined or affected positively or negatively, to some degree, by the knowledge people bring to the classroom. This study was designed to: (1) assess fifth- and eighth-grade Korean students imsconceptions of concepts related to photosynthesis; and (2) investigate change in students' concept understanding as it related to logical reasoning ability, textbook emphasis and background variables. Result: showed that students in both groups had misconceptions of concepts related to photosynthesis—the meaning of making food, the use of light by plants, the functions of plant roots and leaves, photosynthetic products, and requirements of elements. Reductions in misconceptions between grade 5 and grade 8 was on items regarding the use of light by plants, exchange of maternals between organisms in a system, knowl-

edge of glucose, protein, fat, and nitrogen, and the skill of reading a graph. Appendices include a con-cept map of photosynthesis, tests, the questionnaire used, variable labels, correlation matrices, and a comparative achievement analysis. (RT)

SE 049 618

Merrill, William L.

ED 297 988

Merrill, William L.
Applications of Pascal's Triangle for Middle
School Students.
Pub Date—88
Note—289.
Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Computer Assisted Instruction, Computer Uses in Education,
"Elementary School Mathematics, "Enrichment
Activities, Junior High Schools, "Manipulative
Materials, Mathematics Education, "Mathematics Instruction, Middle Schools, "Probability,
Problem Solving, "Puzzles, Secondary School
Mathematics
This unit is designed to acquaint middle school
students with Pascal's Triangle. The unit is intended
to be completed in small groups with a minimum of
teacher direction. Students complete the activities
by using manipulatives, calculators and computers
and then report the results to the teacher and the
class. The activities include: (1) patterns and puzless with colored rods; (2) "random" walks with a
street map; (3) coin toss investigation; (4) explorations with subsets; (5) explanation of Pascal's Triangle; (6) probability with dice; and (8) extensions on
some of the activities. Teacher's notes, with answers, and a reference list accompany the unit. (PK)

ED 297 989

SE 049 619

Teaching Technology from a Feminist Perspective: A Practical Guide. The Athene Series. Report No.—ISBN-0-08-034233-7 Pub Date—88

ote—171p.; For other publications in this series, see SE 049 620-621.

vailable from—Pergamon Press, Maxwell House Fairview Park, Elmsford, NY 10523 (\$14.95 pa-perback-ISBN-0-08-0342337; \$30.00 hardcover perback-ISBN-0-08-0342337; \$30.00 hardcover-ISBN-0-08-034234-5; postage and handling extra unless prepaid by check; allow five weeks for

-ISBN-0-08-034234-5; postage and handling extra unless prepaid by check; allow five weeks for delivery).

Pub Type— Books (010) — Reference Materials - Directories/Catalogs (132) — Guides - Non-Classroom (055)

Document Not Available from EDRS.
Descriptors—"College Science, Fernales, \*Ferninism, Higher Education, Reference Materials, Resource Materials, Science and Society, Science Education, Technology, Womens Education, \*Womens Studies Research, publications, and teaching about women in technology have been growing steadily. The level of interest and the number of courses seems to be high. This book attempts to analyze and synthesize curriculum experiences that apply new research on gender and technology to technology teaching. In fall 1985, a questionnaire and request for syllabit were mailed to a list of persons with relevant expertise; this work is based on syllabit received, questionnaire responses and a personal background of work in the field Discussed are trends, issues, and ideas of teaching in this field. Chapters include: (1) "Technology Studies and Women's Studies in the Classroom: an Idea Whose Time Has Come"; (2) "Women and Technology"; (4) "Gender and Technology: Integration or 'Add Women and Stir'; (5) "Fenninine-Masculine: Developing Conceptual Frameworks"; (6) "Passing the Litmus Test What is a Penninist Perspective." In addition, there are extensive lists of references and additional resources. An appendix includes detailed descriptions and syllabit of 22 courses from 18 different institutions in the United States, Canada, and Great Britains, and a sist of "Interascrive Qualifying Projects" at Worcester Polytechnic Institute (Massachusetts). (CW)

ED 297 990 SE 049 620 at Approaches to Science. The Athene Se-

rt No.--ISBN-0-08-032786-9

te-212p.; For other publications in this series,

ace SE 049 619-621.

Available from—Pergamon Press, Maxwell House, Fairview Park, Elmsford, NY 10523 (\$12.50 paperback—IBSN-0-08-032786-9; \$27.50 hard-cover—ISBN-0-08-032787-7; postage and handling extra unless prepaid by check; allow five weeks for delivery).

cover-ISBN-0-08-032787-7; postage and handling extra unless prepaid by check; allow five weeks for delivery).

Pub Type- Reports - Descriptive (141) — Books (010) — Collected Works - General (020)

Document Not Available from EDRS.

Descriptors—\*College Science, Fernales, \*Ferninism, Higher Education, Research, Science and Society, Science Education, Secondary Education, Secondary School Science, \*Education, Secondary Education, Secondary School Science, \*Education, \*Womens Studies

This collection of papers explores the nature of contemporary science and attempts to further a view of science that is "different, better, ferninist, and emancipating." Most of the papers were presented in their ordiginal form at a symposium, Ferninist Perspectives on Science, at the University of Wisconsin-Madison, in April, 1985. Included are:

(1) "Introduction" (Ruth Bieler); (2) "Science Seen through a Ferninist Prism" (Marion Namenwirth);

(3) "Critiques of Modern Science: The Relationship of Ferninism to Other Radical Epistemologies: A Feminist Epistemology for the Sciences" (Hillary Rose); (3) "Primatology is Politics by Other Means" (Donna Haraway); (6) "Empathy, Polyandry, and the Myth of the Coy Female" (Sarah Blaffer Hrdy); (7) "Sex Differences Research: Science or Belieff" (Ruth Bleier); (8) "The Relationship between Women's Studies and Women in Science" (Sue V. Rosser); (9) "Taking Feminist Science to the Classroom: Wheatley); (10) "Further Readings on Feminism and Science" (Suan B. Searing). Brief autobiographical sketches of the editor and contributors are provided in the last section. (CW) wided in the last section. (CW)

SE 049 621

Rosser, Sue V., Ed.
Feminism within the Science & Health Care Professions: Overcoming Resistance. The Athene

Report No.—IS Pub Date—88 -ISBN-0-08-035557-9

lote—168p.; For other publications in this series see SE 049 619-620.

see SE 049 619-620.

Available from—Pergamon Press, Maxwell House, Fairview Park, Elmsford, NY 10523 (\$14.95 paperback-ISBN-0-08-03557-7); \$30.00 hardcover—ISBN-0-08-03558-7; postage and handling extra unless prepared by check, allow five weeks for dalitated.

delivery).
Pub Type—Books (010) — Collected Works - General (020)
Document Not Available from EDRS.
Descriptors—College Science, \*Essays, Females, \*Feminism, \*Health Occupations, Health Services, Higher Education, \*Professional Occupations, Science and Society, Science Education, \*Sciences, Technical Occupations, \*Womens Studies

tions, Science and Society, Science Education, 
"Sciences, Technical Occupations, "Womens Studies

Many have observed the impact of feminism on 
various disciplines and professions of the humanities and social sciences as more women entered 
those fields. The feminist perspective helped to 
transfer some of the traditional theories and methodologies of those disciplines. It was assumed by 
many that the sciences were likewise changing. This 
collection of essays reviews and re-evaluates the impact of feminism on the sciences. An introduction 
by Sue V. Rosser gives an overview of the issues and 
the essays presented in this volume. Chapters include: (1) "Where are the Women in the Physical 
Sciences?" (Betty M. Vetter); (2) "Gender Bias 
Archeology: Here, Then and Now" (Joan M. Gero); 
(3) "Women in Public Health: Changes in a Profession" (Jennie J. Kronenfeld); (4) "Contemporary 
Concerns of Women in Medicine" (Joan M. Altekruse and Susanne W. McDermott); (5) "Science and 
the Construction of Meanings in the Neurosciences" (Ruth Bleier); (6) "The Impact of Feminism 
on the AAAS Meetings: From Nonexistent to Negligible" (Sue V. Rosser); (7) "The Response of the 
Health Care System to the Women's Health Movement: The Selling of Women's Health Movement

SE 049 622

ED 297 992 Clement, John Clement, John
Observed Methods for Generating Analogies in
Scientife Problem Solving, Revised.
Spons Agency—National Science Foundation,
Washington, D.C.
Pub Date—29 Sep 87
Grant—NSF-MDR847059

Note-40p.; Revision of an earlier paper; see ED 286 746.

Orant—NSI-MDR8-1039
Note—40ps; Revision of an earlier paper; see ED 286 746.
Pub Type—Reports - Research (143)
EDRS Price - MF9L/PC02 Plus Pestage.
Descriptors—Cognitive Structures, "Cognitive Style, "College Science, Higher Education, Learning Processes, "Learning Strategies, "Problem Solving, "Research, Science Education Identifiers—"Analogical Reasoning Evidence from video tapes of experts thinking aloud and using analogies in scientific problem solving is presented. Four processes appear to be important in using an analogy: (1) generating the analogy: (2) establishing confidence in the validity of the analogy relation; (3) understanding the analogy escape; and (4) applying findings to the original problem. This study concentrates on the first process. Evidence was found for three different methods of analogy generation; as principle, generation via an association, and generation via a transformation. The mechanism underlying analogy generation is usually described as an association process. Transformation processes, where the subject modifies or transforms some aspect of the original problem may be just as important if not more important. In contrast to the usual view of an analogous case as already residing in memory, several of the analogous cases were quite novel, indicating that they were newly invented Gedanken experiments. The usefulness of some analogies appears to lie in a "provocative" function of activating additional knowledge schemas that is different from the commonly cited "direct transfer" function where established knowledge is transferred fairly directly from the analogous to the original case. (Author/CW)

ED 297 993 SE 049 626

ED 297 993

SE 049 626

Sanok, Gloria Vissa, Jeanne
Adventures in Mathematics: The N-dimensional
Journeys. Monograph Number 3,

Association of Mathematics Teachers of New Jersey, Vineland.

Pub Date—87

Note—60p.; For Monograph 1, see ED 270 321.

For Monograph 2, see ED 262 989.

Available from—AMTNJ Monograph, c/o Gioria
Sanok, Wayne Public Schools, Wayne, NJ 07470
(35.00).

Pub Type—Guides - Classroom - Teacher (052) —

(35.00).

Pub Type—Guides - Classroom - Teacher (052) —
Guides - Classroom - Learner (051)

EDRS Price - MF0L/PC03 Plus Postage.

Descriptors—Elementary Education, "Elementary
School Mathematics, "Geometric Concepts, Instructional Materials, "Learning Activities, Lesson Plans, "Mathematical Enrichment, Teaching
Guides, Worksheets
Identifiers—"New Jersey
This monograph presents geometric activities de-

Guides, Worksneets Identifiers—"New Jersey
This monograph presents geometric activities designed to foster curiosity and inquiry on the part of both students and teachers as they explore geometric ideas for 0 to 3 dimensions. Activities can be used in whole class presentation, amall groups, or individual study. Grade levels span K-8. Suggested questions promote communication and sharing, and answers are included. The guide sheets include objectives to focus the activity, needed materials, historical background, directions, calculator usage where appropriate, and extensions of the topics in the activity. Lessons may be duplicated for classroom use. The activities concern: "From O-D to 1-D: What's the Point" (introduction to point and line); "The Geometry of Distortions" (topological illusions); "Coordinate Distortions" (coordinate geometry); "String Along" (ratio); "Going Around in Circles" (el); "Golden Ratio" (ratio and proportion); and "The Shadow from the Nile" (indirect measurement). (MNS)

ED 297 994 SE 049 6: Integrated Mathematics Course I. Term 1, Pilot Edition. SE 049 627

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction. Report No.—Curric-00-6010-40; ISBN-0-88315-585-0

Note—265p.; For Term 2, see SE 049 628. For course II, see SE 049 629-630, course III, see ED 289 695-696.

289 693-696. Available from—New York City Board of Education, Division of Curriculum & Instruction, 131 Livingsion Street, Room 617, Brooklyn, NY 11201 (\$10.00).

11201 (\$10.00).
Pub Type— Guides - Classroom - Teacher (052)
EDBS Pice - MF01/PC11 Plus Postage.
Descriptors—Algebra, Critical Thinking, Curriculum Guides, Geometry, Grade 9, "Integrated Curriculum, \*Lesson Plans, Logic, \*Mathematics Instruction, Number Systems, Problem Solving, Secondary Education, \*Secondary School Mathematics, State Standards, Statistics, Teaching Guides
Identifiers—\*New York (New York)

matics, State Standards, Statistics, Teaching Guides
Identifiers—"New York (New York)
The Sequential Mathematics Sequence provides an integrated course of study for grades 9-11 in New York City. This document presents lesson plans for part one of the first-year course, designed for ainth grade. The curriculum interweaves algebra, geometry, logic, probability, statistics, and trigonometry, with the emphasis in the 60 lessons in this document in logic, algebra, probability and statistics. Each lesson begins with a clearly stated aim presented in questions form. Performance objectives, new vocabulary, and a motivational activity follow. A full development is then presented, with suggested pivotal questions. Applications, a summary, and sample homework examples are also included. In each lesson opportunities are infused for helping students to develop critical thinking, problem-solving, and reasoning skills. (MNS)

ED 297 995 SE 049 628

Breann, Margaret And Others
Sequential Mathematics (Formerly Integrated Mathematica) Course I. Term 2. Pilot Edition. New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
Report No.—Curric-00-6010-41; ISBN-0-88315-607-5

Note—252p.; For Term 1, see SE 049 627. For course II, see SE 049 629-630, course III, see ED 289 695-696.

289 993-994.
Available from. New York City Board of Education, Division of Curriculum & Instruction, 131 Livingston Street, Room 617, Brooklyn, NY 11201 (\$10.00).

Livingston Street, Room 617, Brooklyn, NY 11201 (\$10.00).
Pub Type - Guides - Classroom - Teacher (052) EDBS Price - MF91/PC11 Plus Pestage.
Descriptors—Algebra, Critical Thinking, Carriculum, Guides, Geometry, Grade 9, Integrated Curriculum, Lesson Plans, Mathematics Curriculum, Mathematics Instruction, Problem Solving, Secondary Education, Secondary School Mathematics, State Standards, Teaching Guides Identifiers—New York (New York)
The Sequential Mathematics Sequence provides an integrated course of study for grades 9-11 in New York City. This document presents lesson plans for part two of the first-year course, designed for ninth grade. The curriculum interweaves algebra, geometry, logic, probability, statistics, and trigonometry, with the emphasis in the 60 lessons in this document on geometry and algebra. Each lesson begins with a clearly stated aim presented in question form. Performance objectives, new vocabulary, and a motivational activity follow. A full development is then presented, with suggested pivotal questions. Applications, a summary, and sample homework examples are also included. In each lesson opportunities are infused for helping students to develop critical thiaking, problem-solving, and reasoning skills. (MNS)

SE 049 629 ED 297 996 SE 049 62 Sequential Mathematics Course II. Part 1. Pilot

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction. Report. No.—Curric-00-6010-42; ISBN-0-88315-623-7

623-7
Pub Date—85
Note—279p.; For Part 2, see SE 049 630. For course I, see SE 049 627-628, course III, see ED 289 695-696. Drawings may not reproduce ell.
Available from—New York City Board of Education, Division of Curriculum & Instruction, 131 Livingston Street, Room 617, Brooklyn, NY 11201 (\$10.00).
Pub Type—Guides - Classroom - Teacher (052) EDRS Price - MF91/PC12 Plus Postage.
Descriptors—Critical Thinking, Curriculum

Guides, Geometry, Grade 10, \*Integrated Curriculum, \*Lesson Plans, Logic, \*Mathematics Curriculum, Mathematics Instruction, Problem Solving, Secondary Education, \*Secondary School Mathematics, State Standards, Teaching Solving, Sec School Mathr Guides dentifiers—\*N

ers-\*New York (New York)

Identifiers—"New York (New York)
The Sequential Mathematics Sequence provides an integrated course of study for grades 9-11 in New York City. This document presents lesson plans for 10th grade. The curriculum interweaves algebra, geometry, logic, probability, statistics, and trigonometry, with the emphasis in the 61 lessons in this document on logic, trigonometry and probability. Each lesson begins with a clearly stated aim presented in question form. Performance objectives, new vocabulary, and a motivational activity follow. A full development is then presented, with suggested pivotal questions. Applications, a summary, and sample homework examples are also included. In each lesson opportunities are infused for helping students to develop critical thinking, problem-solving, and reasoning skills. (MNS)

ED 297 997

Bresnon, Margaret And Others
Sequential Mathematics (Formerly Integrated Mathematics) Course II. Part 2. Plot Edition. New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

Report No.—Curric-00-6010-43; ISBN-0-88315-6565-3

Pub Date-85

Pub Date—85
Note—259p.; For Part 1, see SE 049 629. For course I, see SE 049 627-628, course III, see ED 289 695-696. Drawings will not reproduce well. Available from—New York City Board of Education, Division of Curriculum & Instruction, 131 Livingston Street, Room 617, Brooklyn, NY 11201 (\$10.00).

Livingston Street, Room 617, Brooklyn, NY 11201 (\$10.00).

Pub Type— Guides - Classroom - Teacher (052) EDRS Price - MF01/PC11 Plus Pestage.

Descriptors—Algebra, Critical Thinking, Curriculum Guides, Geometry, Grade 10, \*Integrated Curriculum, \*Lesson Plans, \*Mathematics Curriculum, \*Geometry, Grade 10, \*Integrated Curriculum, \*Secondary School Mathematics, State Standards, Teaching Guides, Trigonometry Identifiers—New York (New York)

The Sequential Mathematics Sequence provides an integrated course of study for grades 9-11 in New York City. This document presents lesson plans for tenth grade. The curriculum interweaves algebra, geometry, logic, probability, statistics, and trigonometry, with the emphasis in the 60 lessons in this document on trigonometry, geometry, algebra, probability, and number ideas Each lesson begins with a clearly stated aim presented in question form. Performance objectives, new vocabulary, and a motivational activity follow. A full development is then Persented, with suggested pivotal questions. Applications, a summary, and sample homework examples are also included. In each lesson opportunities are infused for helping stadents to develop critical thinking, problem-solving, and reasoning skills. (MNS)

SE 049 632 Rowland, Paul McD.
The Effect of Mode of CAI and Individual Learning Differences on the Understanding of Concept Relationships.
Pub Date—6 Apr 88
Note—46p.; Paper presented at the Annual Meeting of the International Association for Computing in Education (New Orleans, LA, April 6, 1988).

A Trune—Rampria—Research (143)—Speeches/-

1989.
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF61/PC02 Plus Postage.
Descriptors—\*College Science, \*Computer Assisted Instruction, \*Computer Uses in Education, Elementary Education, Elementary Education, Elementary Education, Science Education, \*Preservice Teacher Education, Science Education, \*Preservice Teacher Education, Science Education, Teacher Education Research
The effect of mode of computer-assisted instruction (CAI) and individual learning differences on the learning of science concepts was investigated.
University elementary education majors learned about home energy use from either a computer simulation or a computer tutorial. Learning of science

concepts was measured using achievement and applications tests. Four individual learning differences were measured including: (1) discrimination skill; (2) field orientation; (3) locus of control; and (4) learning strategy. Achievement test scores were higher for tutorial users than for simulation users but no difference was found for the applications test. Discrimination skill interacted with mode of CAI on both tests. Increased discrimination skill increased scores of simulation users. Increased external locus of control produced a decrease in score on both tests. Holistic learning strategies were superior to serialist strategies on the applications test. Field orientation had no influence on test scores. (A list of 26 references is included.) (Author/CW)

ED 297 999

Bernstein, Bob Math Thiaking Motivators. A Good Apple Math Activity Book for Grades 2-7. Report No.—ISBN-0-86653-431-8 Pub Date—88

SE 049 637

Note-102p. Available from

Note—102p.

Available from—Good Apple, Inc., Box 299, Carthage, IL 62321-0299 (GA1049, \$7.95).

Pub Type—Guides—Classroom—Teacher (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Creative Thinking, Elementary Education,

\*Elementary School Mathematics,
Games, \*Instructional Materials, \*Learning Activities, \*Mathematics Instruction, \*Motivation,
Problem Solving, Teaching Guides, Workbooks
In this booklet are 43 mathematical games and
activities to stimulate creative thinking in grades

In this booklet are 43 mathematical games and activities to stimulate creative thinking in grades 2-7. The goal of teaching divergent thinking is stressed, as well as the need to encourage positive self-image, motivation, and creativity. For each activity, the mathematical skills addressed in the activity are listed; topics span the elementary school mathematics curriculum. Directions and suggestions for the teacher, written in an interesting machine. mannermance curriculum. Directions and suggestions for the teacher, written in an interesting manner, are then presented. Some activities could be duplicated and presented directly to the students. The book is illustrated with numerous line drawings and other graphics. (MNS)

ED 298 000 SE 049 638

Daniel, Becky
Math Thinkercises. A Good Apple Math Activity
Book for Students, Grades 4-8.
Report No.—ISBN-0-86653-429-6
Pub Date—88

Note-68p. Available from-

Available from—Good Apple, Inc., Box 299, Car-thage, IL 62321-0299 (GA1036, \$6.95). Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

EDRS Price - MP01 Plus Postage. PC Not Available from EDRS.
Descriptors—Answer Keys, "Computation, Elementary Education, "Elementary School Mathematics, "Instructional Materials, Learning Activities, "Mathematics Instruction, Middle Schools, Motivation, Number Concepts, "Problem Solving, Workbooks
This booklet designed for students in grades 4-8 provides 52 activities, including puzzles and problems. Activities range from simple to complex, giving learners practice in finding patterns, numeration, permutation, and problem solving. Calculators should be available, and students should be encouraged to discuss solutions with classmates, parents, and other adulis. Working in a group with a given time limit is also suggested. A bonus activity, usually very difficult, is included on each page for extra credit; award certificates are provided. The answer key lists possible answers, since there are sometimes several acceptable answers for an activity. The booklet is profusely illustrated with black and white line drawings and other graphics. (MNS)

ED 296 001

Basic Skills-Mathematics. Proven Exemplary Educational Programs and Practices: A Collection from the National Diffusion Network (NDN). Michigan State Board of Education, Lansing. Pub Date—May 87

Not—33p; Reprinted with permission from NDN's "Educational Programs That Work," 12th Edition; see ED 266 134.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage. Descriptors—"Basic Skills, Demonstration grams, "Elementary School Mathematics, Ele-

mentary Secondary Education, Mathematics Cur-riculum, "Mathematics Instruction, "Program Descriptions, Secondary School Mathematics, "Validated Programs Identifiers—"National Diffusion Network Pro-

Identifiers—"National Diffusion Network Programs
This booklet presents descriptions of adult education programs on basic skills in mathematics that have been validated as successful by the National Diffusion Network. These projects have been developed by individual school districts throughout the nation in response to their local needs and are being promoted by the National Diffusion Network (NDN). The Joint Dissemination Review Panel (JDRP) of the U.S. Department of Education has reviewed and validated the data presented by each project, and these programs are available for adoption by other districts. The introductory pages of the booklet contain an alphabetical listing of 46 programs, an index of programs by the grade level(s) for which they have been validated. The summaries of each project then follow. Most include audience, description of the program, costs, services, and contact person(s). (MNS)

SE 049 658

ED 298 002 SE 049 658

SE 049 658
Shate, Valerie And Others
Inference and Discovery in an Exploratory Laboratory, Technical Report No. 10.
Pittsburgh Univ., Pa. Learning Research and Development Center.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Peb 88

Note—97p.

Pub Type— Reports - Research (143)

EDRS Price - MPDI/PC04 Plus Postage.

Descriptors—Cognitive Development, \*College Instruction, Computer Uses in Education, \*Economics Education, Computer Uses in Education, \*Economics Education, Dilgher Education, Learning Strategies, \*Programed Instructional Materials, \*Programed Tutoring, Teaching Methods, \*Undergraduate Study This paper describes the results of a study done as part of a research program investigating the use of computer-based laboratories to support self-paced discovery learning in related to microeconomics, electricity, and light refraction. Program objective include maximizing the laboratories' effectiveness in helping students learn content knowledge, as well as identifying and coaching effective inference and discovery behaviors. This study, using the microeconomics discovery phosphoratory, demonstrates that computer-based laboratories can help students learn computer-based laboratories can help students learn computer-based laboratories used in the microeconomics discovery program by first-year university students, and compares the strategies of more and less successful learners. Included are 34 references, and septing summary statistics, subjects' scores, and an outline of learning indicators. (Author/CW)

## SO

Anderson, Brandi, Ed.
East Texas Storytellers.
Pub Date—87
Note—44 SO 018 000

44p.; For related documents, see SO 018 001-007

001-007.

Available from—Loblolly, Inc., Box 189, Gary, TX
(subscription \$6.00 a year; single copies, \$3.00).

Journal Cit—Loblolly Magazine; v11 n1 Win 1987
Pub Type—Historical Materials (060) — Collected
Works - Serials (022) — Guides - Classroom Learner (051)
EDRS Price - MP01/PC02 Plas Postage.
Descriptors—Ethnography, \*Folk Culture, \*Legends, Local History, Monologs, \*Mythology, Narration, Personal Narratives, \*Rural Areas, Rural Population, Secondary Education, \*Story Telling

Rural Population, Secondary Education, "Stary Telling Identifiers—"Texas (East)
Written and published by the students at Gary Wigh School, Gary, Texas, "Loblolly Magazine" is published twice a year. Issues are frequently devoted to a distant theme. The theme of this issue, "East Texas Storytellers," attempts to capture some of the local color and regional history of eastern Texas. The first article, "Timothy Criffith, Master

Story Teller," introduces Timothy Griffith who talks about life as he was growing up in the 1940s and 1950s. Mr. Griffith explains about digging wells, going on a fishing trip, his father, the Internal Revenue Service, feed sack clothing, raccoon hunting, and the Shawnee Creek. Concluding the volume is a collection of East Texas ghost stories. (BZ)

SO 018 001 Whiteside. Karen, Ed.
It's Comings Electricity For You.
Pub Date—86
Note—43p.; For related documents, see SO 018
000-007.

Note—43p.; For related documents, see SO 018 000-007.

Available from—Loblolly, Inc., Box 189, Garry, TX (Subscription 56.00 a year; single copies, \$3.00). Journal Cit—Loblolly Magazine; v10 n2 Sum 1986 Pub Type—Historical Materials (060)—Collected Works - Serials (022)—Guides - Classroom—Learner (051)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Ethnography, Folk Culture, Handicrafts, Lighting, \*Modernization, \*Rural Areas, Rural Population, Secondary Education, Story Telling, \*Utilities, Woodworking Identifiers—Rural Electrification, \*Texas (East) President Franklin D. Roosevelt's Rural Electrification Act changed farm life dramatically. The miracle of electricity in rural East Texas is examined in "Electricity Comes to East Texas" (Brandi Anderson and others). Chronicled is a description of life without electricity and how everyday chores were done in its absence. Local citizens compare and contrast life sytles before and after electrification. Concluding the volume is an interview with H.D. cluding the volume is an interview with H.D. Beasley, an East Texas wood carver who explains how he does his art. (BZ)

ED 298 005 SO 018 002

Whiteside, Karen, Ed. East Texas Quilts. Pub Date—86

44p.; For related documents, see SO 018 000-007

OO-OO7.
Avsilable from—Lobiolly, Inc., Box 189, Garry, TX
(Subscription \$6.00 a year; single copies, \$3.00).
Journal Cit—Lobiolly Magazine; v10 n1 Win 1986
Pub Type—Historical Materials (060) — Collected
Works - Serials (022) — Guides - Classroom Learner (051)

Learner (051)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors - Design Crafts, Ethnography, \*Folk
Culture, \*Handicrafts, Interviews, \*Needle
Trades, Rural Population, Secondary Education
Identifiers - \*Texas (East)
Patchwork quilting is an original folk art in the
United States. Pligrims first used worn out scraps of
cloth to make bed covers in an age of scarcity. Featured here are stories on East Texas Quilts, their
origins, the love and hard work which goes into the
making of a quilt (Ira Barr and others). The techniques needed to construct a quilt are described
including designing the quilt, cutting the fabric, preparing the batting, putting the materials together,
and adding additional designs with embroidery.
Several photographs of local quilt designs are included. (BZ)

ED 298 006 SO 018 003

Heaton, Moss, Ed. Arthur Smith, Local Baptist Pastor. Pub Date—85

lote-60p.; For related documents, see SO 018 000-007.

Available from—Lobiolly, Inc., Box 189, Garry, TX (Subscription \$6.00 a year; single copies, \$3.00). Journal Cit—Lobiolly Magazine; v9 n2 Sum 1985 Pub Type—Historical Materials (660) — Collected Works - Serials (022) — Guides - Classroom -Learner (051)

Works - Serials (022) — Guides - Classroom - Learner (051)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—\*Childrens Games, Ethnography,
Folk Calture, Local History, Monologs, Narration, Personal Narratives, "Rural Areas, Rural Population, Secondary Education, "Story Telling Identifiers—Texas (East)
Written and published by the students at Gary High School this volume has three articles dealing with East Texas life. The first "Arthur Smith" (David Hancock and others) is an account of growing up in Marian County, Texas is described by the local Baptist minister. The pastor begins with the year of his birth and gives detailed information about such things as gathering wild fruit, vegetables, and tanning squirrel hides for shoe-string leather. The second article, "Outhouses," (Allen Gilpatrick and

others) describes what life was like without indoor bathrooms. The third article, "Marbles," (Anthony Templeton and others) describes the conventions of playing marble games in the United States. (BZ)

ED 298 007 SO 018 004

Heaton, Moss, Ed.
Mission Dolores and Jim Corbin.
Pub Date—85

Mission Dolores and Jim Cerbia.
Pub Date—35
Note—60p.; For related documents, see SO 018
000-007.
Available from—Lobiolly, Inc., Box 189, Garry, TX
(Subscription \$6.00 a year; single copies, \$3.00).
Journal Cit—Lobiolly Magazine; 90 nl Win 1985
Pub Type—Historical Materials (060) — Collected
Works - Serials (022) — Guides - Classroom—
Learner (051)
EDRS Price - MF91/PCU3 Plus Pestage.
Descriptors—American Indian History, Ethnography, \*Folk Culture, Interviews, Legends, Local
History, Monologs, \*Mythology, \*Narration, Rural Areas, Rural Population, Secondary Education, Spanish Culture, \*Story Telling, United
States History
Identifiers—France, Spain, \*Texas (Bast)
Written by history students at Gary High School,
Gary, Texas, this issue includes two articles relevant
to East Texas history. \*Mission Dolores and Jim
Corbin," (Moss Heaston and others) is a summary of
material presented by Professor James Corbin about
the early Spanish presence in East Texas. The first
attempt at setting up a mission was in 1690 but that
establishment did not survive. The Spanish were
ostensibly interested in saving the Indians through
Christianity, but fundamentally they did not want
the territory to fall into the hands of the French. The
second article, "The Joe Shields Hanging," (Moss
Heaston and others) recounts the story of Joe shields
a local legend in East Texas. The several versions of
the events leading up to the hanging are told. In
addition the murder trial and court records are reviewed. (BZ)

SO 018 005

ED 298 008 SO 018 Wyatt. Bobbie, Ed. Jim Driver, Panola County Oil and Gas Boom. Pub Date—\$1

Note-61p.; For related documents, see SO 018 000-007.

Note—61p.; For related documents, see SO 018 000-007. Available from—Lobiolly, Inc., Box 189, Garry, TX (Subscription \$6.00 a year; single copies, \$3.00). Journal Cit—Lobiolly Magazine; v7 n4 Win 1981 Pub Type—Historical Materials (060) — Collected Works - Serials (022) — Guides - Classroom - Learner (051)

EDRS Price - MP91/PC03 Plus Pestage. Descriptors—\*Craft Workers, Design Crafts, Ethnography, \*Folk Culture, \*Handicrafts, Interviews, Local History, \*Personal Narratives, Petroleum Industry, Rural Areas, Rural Population, Secondary Education, Story Telling Identifiers—\*Texas (East)

Written by history students at Gary High School, Gary, Texas, this volume presents several diverse pictures of iffe in East Texas. The first article, "Jim Driver, Panola County Oil and Gas Boom," (Bobby Kelly and Billy Anderson) talks about drilling for oil and gas and the concerns of an employee of the drilling company, "When I Was Nime Years Old," (Elizabeth Roussean and Bobbie Wyatt) presents the year 1906 as experienced by a nine year old girl living in East Texas. The article, "A Pair of Potters," (Donna Frazier and Dee Fields) interview virn sisters who have spent a lifetime making pottery from East Texas clay. "Charles Hughes," (David Pass and Henry Marx) talks about a master saddle marker and his trade. The last article "Trapping" (Henry Marx and David Pass) is about Hoot Robertson who has spent a lifetime as a trapper. (EZ)

SO 018 006

ED 298 009

Wyatt. Charles, Ed.

Monroe Brannon: Gary's Master Story Teller.

Pub Date—80

Note—60p; For related documents, see SO 018

000-007.

Available from—Lobiolly, Inc., Box 189, Garry, TX

(subscription \$6.00 a year; single copies, \$3.00).

Journal Cit—Lobiolly Magazine; v7 n3 Win 1980

Pub Type—Historical Materials (60) — Collected

Works - Serials (022) — Guides - Classroom 
Learner (051)

EDRS Price - MPDL/PC03 Plus Postage.

Descriptors—Ethnography, Farmers, \*Folk Culture, Local History, Monologs, Narration, \*Personal Narratives, Pharmacy, Rural Areas, \*Rural

Population, Secondary Education, Songs, Story Telling Identifiers—"Texas (Bast) Storyteller Monroe Brannon, although a native of Louisians, was a long time resident of Gary, Texas. Mr. Brannon shared his fantastic memory of events and people which go back to the 1890s when he was two and half years old. He was keen observer of all that he saw and heard and forgot little. And so he was able to repovide stories on a wide range of people was able to provide stories on a wide range of people and activities, notably his work as a druggist and postmaster. All that he asked was a day's notice to collect his thoughts on a particular subject. (BZ)

Wyst, Charles, Ed.
SSherfff Corbett Akins.
Pub Date—79
Note—80p.; For related documents, see SO 018
000-008.

000-008. Available from—Lobiolly, Inc., Box 189, Garry, TX (Subscription \$6.00 a year; single copies, \$3.00). Journal Cli—Lobiolly Mazagine; v7 n2 Fall 1979 Pub Type—Historical Materials (600) — Collected Works - Serials (022) — Guides - Classroom - Learner (051)

Works - Serials (022) — Guides - Classroom - Learner (051)
EDRS Price - MP01/PC04 Plus Postage.
Descriptors—Bthnography, Folk Culture, Handicrafts, \*Law Enforcement, Musical Instruments, \*Narration, \*Rural Areas, \*Rural Population, Secondary Education, Story Telling Identifiers—\*Texas (East)
Panola County, Texas Sheriff Corbett Akins wrote a weekly column for the "Fanola Watchman" in which he chronicled the adventures and mishaps of his force. He provides a wealth of information about East Texas life on everything from making. about East Texas life on everything from making fiddles, to running bloodhounds, to finding moon-shine stills. The columns reprinted appeared from February, 1951 to November, 1951. (BZ)

Missing Chapters: West Virginia Women in His-

hery: West Virginia Women's Commission, Charlestor West Virginia Women's Foundation, Charlestor Spons Agency—West Virginia Humanities Found-tion, Charleston. Report No.—ISBN-0-915917-00-9 Pub Date—83

Report No.—ISBN-0-915917-00-9
Pub Date—83
Note—131p; Photographs may not reproduce clearly. For volume 2, see SO 018 312.
Pub Type—Historical Materials (060) — Collected Works - General (1020)
EDRS Price - MP91/PC06 Plus Pestage.
Descriptors—"Biographies, "Females, Individual Characteristics, "Personal Narratives, Role Models, "State History, "Womens Studies Identifiers—"West Virginia
Nine women whose lives have contributed to West Virginia history are midwife, physician, journalist, photographer, educator, musician, civic activist, and social reformer. The stereotypical image of a powerless, barefooted, uneducated girl is proven to be distorted and false. The profiles instead provide alternative ways to view women who were in harmony with as well as in opposition to the role expectations of their society and times. These essays are not intended to commemorate the death of renowned historical subjects. Instead, they celebrate the lives and contributions of ordinary women by showing that greatness is not easily defined and that history is also the experiences of people in our own neighborhoods, many of whom are women. The nine women are Suasan Dew Hoff, Clara Cogar Bender, Frances Benjamin Johnston, Pannie Holroyd, and Catherine Bliss Enslow. Photographs of all nine women are included. (APG)

Hensley, Frances S., Ed.
Missing Chapters II: West Virginia Women in
History.

History. West Virginis Women's Commission, Charleston.; West Virginis Women's Foundation, Charleston. Spons Agency—West Virginis Humanities Founda-tion, Charleston.

tion, Charleston.

Report No.—ISBN-0-9617031-0-5

Pub Date—86

Note—217p.; Photographs may not reproduce clearly. For volume 1, see SO 018 311.

Pub Type—Historical Materials (060) — Collected Works - General (020)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—"Biographies, "Females, Individual Characteristics, "Personal Narratives, Role Models, "State History, "Womens Studies Identifiers—"West Virginia Women active in individual This collection of essays chronicles the contributions of 14 West Virginia women active in individual and group endeavors from 1824 to the present. Because the achievements of these women are absent from previous histories of West Virginia, their stories constitute missing chapters in the state's history. Some of these women made contributions in traditional feminine roles while others achieved success in professional and public fields. The lives and careers of these West Virginia women prove that they have not been merely passive observers of history, but active participants in the process. Although not all the women are West Virginia natives, hey have all had a share in the state's development. They merit recognition in West Virginia history, not they have all had a share in the state's development. They merit recognition in West Virginia history, not just to correct an imbalance in historical writing, but to provide positive examples to other women. The women chronicled are: Livis Simpson Poffenbarger; Aunt Jenny Wilson; Val Sayre Hammond; Mary Elizabeth Behner Christopher; Elizabeth Kee; Naomi M. Garrett; Ann Kathryn Flagg; Rebecca Tendel Wood Littlepage; Agnes Greer; Anna Maria Reeves Jarvis; Minnie Holley Barnes; Gertrude Humphreys; Genevieve Starcher; and Ruth Ann Musick. One organization, the West Virginis Farm Women's Club, is also included. A bibliography follows each biography, and black and white photographs are included. (APG)

ED 298 013 SO 018 335

Education in Asia and the Pacific: Reviews, Reports and Notes. Number 23.
United Nations Educational, Scientific, and Cultural Organization, Bengkok (Thailand). Regional Office for Education in Asia and the Pacific.
Pub Date. Dec. 36. Pub Date-Dec 86

Pub Date—Dec 86
Note—155p.
Note—155p.
Available from—UNIPUB, 4611-F Assembly
Drive, Lanham, MD 20706.
Journal Cit.—Education in Asia and the Pacific: Reviews, Reports and Notes; n23 Dec 1986
Pub Type—Opinion Papers (120) — Reports - Decided (141)

Pub Type— Opin scriptive (141)

scriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Busicity of the Education Conference Curriculum Enrichment, Educational Trends, \*Futures (of Society), \*Global Approach, \*Higher Education, Humanistic Education, Social Studies, \*Universities, Values Education

ism, "Humanistic Education, Social Studies,
"Universities, Values Education
The first article in this annual compilation ('Review of an International Conference on the University of an International Conference on the University in the Future World," by Ransoo Kim) describes an international conference of Christian universities from a global perspective. University, to review the functions, problems, and missions of universities from a global perspective. Universities have frequently been the converging point for revolutionary forces and the catalysts for ideas to improve human welfare and, as a result, should develop futuristic orientations and global perspectives. Dr. Nathan M. Pusey, President of Harvard University is to direct more attention to rational inquiry in search of truth and to the study of humanism in curriculums. Dr. P. T. Chandi, representing Christian universities in India, recommended a shift from studying facts to learning how to learn and an emphasis on developing the "whole person". Dr. Woo Chu Lee maintained Korean universities should return to an emphasis on liberal arts curricula and become creators of the social values which will lead people in the future. Dr. A. Latif added that universities should cooperate in higher education as a desirable step in meeting the world's needs in the future. Participants agreed that in order to assure that educated persons become a serving minority instead of an exploitative one, universities should teach the value of human dignity and a commitment to serve all persons. Most of the attendees urged Yonsei University to become a leader in teaching the dignity of humanistic values. (JHP)

ED 298 014 SO 019 002

ED 298 014 SO 019 002
Gathman, John And Others
Report of the Social Studies Task Force.
Colorado State Dept. of Education, Denver. Office
of Federal Relations and Instructional Services.
Pub Date—12 Apr 84
Note—23p.; For related document, see SO 019 003.
Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors— "Curriculum Development, Elementary Secondary Education, Program Descriptions, Program Guides, Program Proposals, "Social Studies, State Curriculum Guides, State Programs, Teacher Education Programs Identifiers—"Colorado, "Task Force Approach in 1982 the Colorado Board of Education directed the State Board of Education to organize task forces to address a variety of state educational

rected the State Board of Education to organize task forces to address a variety of state educational needs. This report, presented by the Social Studies Task Force, explains the group's purposes and concerns, provides a social studies definition, and outlines the Colorado grades K-12 social studies program in terms of knowledge, skills, and attitude competencies. Examples of the use of conceptual, topical, and chronological instructional approaches are provided for elementary, middle/juunor high, and senior high school classes. Recommendations are provided for: (1) a nine-step school district social studies evaluation process; (2) social studies high school graduation requirements; and (3) social studies teacher preparation programs. Eleven specific recommendations target changes or additions to local school district and state level policies and procedures. Implementation suggestions are proprocedures. Implementation suggestions are provided, and charts are included. (JHP)

ED 298 015 SO 019 003 Humanities and High Order Thinking Skills. Task
Force Report.
Colorado State Dept. of Education, Denver. Office

Colorado State Dept. of Education, Denver. Office of Federal Relations and Instructional Services. Spons Agency—Colorado Endowment for the Humanities, Denver.; Council of Chief State School Officers, Washington, D.C.
Pub Date—[86]
Note—19p.; For related document, see SO 019 002.
Appendix D may not reproduce clearly.
Pub Type—Guides - Non-Classroom (055) —
Tests/Questionnaires (160)
Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors— \*Critical Thinking, Decision Making, Elementary Secondary Education, \*Humanities Instruction, Logical Thinking, Problem Solving, State Curriculum Guides, Teacher

Identifiers- \*Higher Order Skills, \*Task Force Ap-

proach
Responding to the Colorado State Board of Education's request for recommendations concerning the need to improve humanities instruction and its the need to improve humanities instruction and its relationship to the development of higher-order thinking skills, this task force report specifies a scope for humanities teaching; defines higher-order thinking skills as the ability to judge information, determine alternatives, and solve problems; and encourages the state board to expand humanities in struction in public schools. The humanities goals are outlined in terms of knowledge, attitudes, skills, and outcomes. Teaching strategy examples that involve individual courses, interdisciplinary units, or an entire school in a cross-graded approach are provided. Specific task force recommendations to the state board, local school districts, and individual communities are listed, along with suggestions for teacher board, local school districts, and individual communities are listed, along with suggestions for teacher certification or recertification in both higher-order thinking skills and humanities. Appendices include: (1) a questionnaire to determine the extent of classroom instruction in humanities and higher-order thinking skills; (2) a humanities consultant job description; and (3) the Colorado State Board of Education's resolution, "The Three R's of Freedom: Rights, Respect, and Responsibilities". (JHP)

ED 298 016
Danzer, Gerald A. Matijevic, Marphelen A.
Our Community Development Challenge: Documents for American History Courses Featuring
Public Works and the Rise of the City,

Passe: Worse and the Rise of the City, 1871-1941.

Pub Date—22 Sep 87

Note—30p; Paper presented at the City in History Conference (Chicago, IL, September 22, 1987).

Pub Type—Guides - Clasaroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MPD1/PC02 Plus Postage.

Descriptors—"Community Development, "History Instruction, Instructional Materials, Lesson Plans, "Local History, "Municipalities, Resource Units, Secondary Education, Social Studies, "United States History, Units of Study Identifiers—Historical Materials, "Illinois (Chicago), Nineteenth Century, "Public Works, Twentieth Century This document provides secondary education in

atructional materials for teaching about selected areas of Chicago (Illinois) history. Designed to support 19th and 20th century U.S. history lessons, it
features a lesson plan developed to introduce students to the history and contemporary focus of Chicago's public works. The lesson plan contains: (1)
themes; (2) objectives; (3) required materials; (4) a
focus; (5) a suggested teaching plan; (6) a timeline
of Chicago history; (7) suggestions for the study of
selected Chicago history documents; (8) discussion
questions and activities; and (9) five references. An
appendix includes reproductions of nine Chicago
public works historical documents, along with accompanying discussion guides. (JHP)

ED 296 017

Rutland, Robert A.
The American Solution: Origins of the United States Constitution.
Library of Congress, Washington, D.C.
Report No.—ISBN-0-8444-0547-7 SO 019 020

Library of Congress, wasmington, D.C.

Report No.—ISBN-0-8444-0547-7

Pub Date—87

Note—85p.; Published in conjunction with an exhibition of the same name held at the Library of Congress (Washington, DC, May 14-September 17, 1987). Some illustrations may not reproduce

clearly.

Available from—Superintendent of Documents,
U.S. Government Printing Office, Washington,
DC 20402.

Pub Type— Books (010) — Historical Materials (060)

Pub Type— Books (010) — Historical Materials (060)

EDRS Price - MF01/PC04 Plus Postage.
Descriptors—"Constitutional History, Exhibits, Primary Sources, Resource Materials, Social Studies, "United States History Identifiers—Historical Explanation, Historical Materials, "United States History Identifiers—Hostorical Explanation, Historical Materials, "United States Constitution Tracing the history of events that led to the U.S. Constitutional Convention (1787) and to the eventual ratification of the U.S. Constitution, this book presents numerous reproductions of leaders' portraits, documents, and paintings from the U.S. Library of Congress and other collections. Chapter 1, "Was the Revolution a Blessing or a Curse?" discusses the need for a national convention, the weaknesses of the Articles of Confederation, and the role of Shays's Rebellion in hastening the formation of the new constitution. Chapter 2, "We All Look Up To Virginia for Examples," describes the dominant role played by this delegation during the convention, while chapter 3, "A Great Compromise and a Great Lesson," and chapter 4, "Doctor Frankinis" Son Mot', "feature the numerous compromises required in order to eventually draft a document that was satisfactory to a majority of the delegates. Chapter 5, "The Sacred Fire of Liberty." describes was satisfactory to a majority of the delegates. Chapter 5, "The Sacred Fire of Liberty," describes the roles and activities of the Federalists and the Antifederalists. (JHP)

ED 298 018 SO 019 023

Krewson, Margrit B.
Von Steuben and the German Contribution to the American Revolution: A Selective Bibliography. Library of Congress, Washington, D.C.
Pub Date—87
Note—45

American Reviention of Secretary Semiography. Library of Congress, Washington, D.C. Pub Date—87

Note—45p; Some citations appear in German. Pub Type—Historical Materials (060) — Reference Materials - Bibliographies (131)

EDRS Price - MFDI/FO22 Plus Postage.

Descriptors—\*Colonial History (United States), Library Catalogs, Library Collections, Resource Materials, \*Revolutionary War (United States) Identifiers—German Americans, \*Germans, Historical Bibliography, Historical Materials, \*Von Steuben (Friedrich Wilhelm)

This Library of Congress selected bibliography highlights the efforts of Baron Friedrich Wilhelm von Steuben, other German and German-American military leaders, and the Hessian auxiliary military forces in assisting the American colonies during the Revolutionary War. The booklet is divided into five parts. Part 1 provides historical information about the contributions of Baron von Steuben, Peter Muhenberg, Johann DeKalb, Nicholas Herkimer, and the Hessian military forces, while parts 2-5 contain 143 bibliographic citations of materials that are included in the Library of Congress collections. These citations represent scholarly works, biographies, and fiction concerning these historical figures and the German-American contributions to the Revolutionary War cause. An author index, Library of Congress call numbers, and pictures of portraits are included. (JHP)

ED 298 019

ED 298 019

SO 019 107

oyce, Mary oroastrianism: The Rediscovery of Missing Chap-ters in Man's Religious History. Teaching Aids for the Study of Inner Asia, No. 6. ndiana Univ., Bloomington. Asian Studies Re-

search Inst. -Association for Asian Studies, Ann

Spons Agency-Arbor, Mich.

Spons Agency—Association for Asian Studies, Ann Arbor, Mich. Pub Date—77
Note—37p.; For related document, see SO 019 196. Available from—Research Institute for Inner Asian Studies, Indiana University, Goodbody Hall 334, Bloomington, IN 47405 (\$3.00). Pub Type— Guides - Non-Classroom (055) EDBS Price - MP01/PCD2 Plus Postage. Descriptors—\*Ancient History, Christianity, Dogmatism, Higher Education, Hymns, Instructional Materials, Judaism, "Linguistics, "Middle Eastern History, "Religion, Secondary Education, Social Studies, Units of Study Identifiers—India, Iran, Persia, "Religious Practices, "Zoroastrianism Some modern acholars of Zoroastrianism, a faith still practiced in Iran and India today, are convinced that the doctrines of post-exilic Judaism and Christianity concerning monotheism, righteousness, and the final judgment and resurrection have roots in this ancient religion. Beginning with Martin Haug, a 19th centurey German philologist, the prevailing theory has been that Zoroastrianism was rooted in a strict monotheism, an idea that evolved from his study of the Avesta (the Zoroastria nism was rooted in a strict monotheism, an idea that evolved from his study of the Avesta (the Zoroastrie sacred book) and the Gathas (the 17 hymns) as he erroneously claimed that the Hotsile Sprirt, representing evil, and the Holy Immortals, created by God to aid in his battles against evil on earth, were later added by followers to Zoroaster's teaching of monotheism. Haug's theory, unquestioningly accepted by later scholars, only seds to the confusion surrounding the actual tenets of the faith. Due to centuries of oppression of the Zoroastrians, known as the Zardushtis in Iran and the Parsis in India, the priests have only recently begun to cooperate with scholars, to produce their prayers and rituals in written form, and to publish other manuscripts that enable researchers to comprehend Zoroastrian dogma. Additionally, through the linguistic stritch har ervealing the true teachings of Zoroaster which are based on: (1) God phy. (DJC)

SO 019 162 Content, Character and Choice in Schooling: Pub-lic Policy and Research Implications. Proceed-ings of a Symposium (Washington, D.C., April 24, 1986). ED 298 020

National Advisory Council on Educational search and Improvement (OERI/ED), Washi ton, DC.

ton, DC.
Pub Date—24 Apr 86
Note—123p.
Pub Type— Collected Works - Proceedings (021)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Citizenship Education, Citizenship Responsibility, "Course Content, Ethical Instruction, Habit Formation, "Personality, Personality Development, "School Choice, Social Studies, Values Education
LLS Secretary of Education William J. Bennett.

Values Education
U.S. Secretary of Education, William J. Bennett, expressed concerns about the condition of U.S. education in the areas of content, character, and choice. This document comprises the papers of 12 scholars on the public policy and the research implications of this theme. Three addresses were given on the issue of content by Russell Kirk, Thomas Fleming, and Paul Vitz. Kirk proposed that the two fundamental purposes of education are the cultivation of wisdom and virtue and the teaching of responsibility and opportunity in a civil social order. Fleming suggested that it is a mistake to think of the present debate as a backlash against plummeting test scores. gested that it is a mistake to think of the present debate as a backlash against plummeting test scores. Vitz discussed his study of the role given to religion and traditional values in the basal readers and social studies texts used in U.S. schools. Papers by Joseph Adelson, Joel J. Kupperman, Richard A. Baer, Jr., and William Kirk Kilpatrick addressed the issue of character. Adelson argues that the paradigms by which the social sciences study the realities of human existence may be derived from ideological procupations of the times. Choice in education is discussed by William B. Ball, Mary Anne Raywid, Thomas Ascik, Michael Casserly, and Robert L. Woodson. Raywid outlines her research findings on "Success Dynamics of Public Schools of Choice," and Ascik examines the arguments attributed to opponents of choice in education. (SM)

SO 019 181 ED 298 021

ED 298 021

Parker, Franklin

Religion in Our Textbooks.

Pub Date—[88]

Note—[19.]

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Poetage.

Descriptors—Censorship, "Controversial Issues (Course Content), Elementary Secondary Education, "Nineteenth Century Literature, "Religion, Religious Pactors, Social Studies, "Textbook Content, Textbook Evaluation, "Textbooks, United States History, World History Identifiers—Association for Supervision and Curriculum Devel, California, "Classics (Literature) As the controversy over religion in the classroom increases, the presence of religious influences and foundations in history has become almost non-existent in textbooks, and classic literature is dropped influences and condations in history has become almost non-existent in textbooks, and classic literature is dropped influenced influential interest groups, and that strive too hard to be cheerful, patriotic, multichinic, nonsexist, and noncontroversial. Expressing dismay about the blandness of recent textbooks, the Association for Supervision and Curriculum Development (ASCD) issued a report that reflected its concern that religious principles were not taught as fundamental to world history. In 1987, the California Board of Education changed its social studies curriculum to include more facts in textbooks religion in history and called for a return of the classics in secondary literature classes. (DIC)

ED 298 022 SO 019 196

Boyce, Mary
Boyce, Mary
A Last Stronghold of Traditional Zoroastrianism.
Teaching Aids for the Study of Inner Asia, No. 7.
Indiana Univ., Bloomington. Asian Studies Research Inst.

Indiana Univ., Bloomington. Asian Studies Research Inst.

Spons Agency—Association for Asian Studies, Ann Arbor, Mich.

Pub Date—77

Note—33p.; For related document, see SO 019 107.

Available from—Research Institute for Inner Asian Studies, Indiana University, Goodbody Hall 334, Bloomington, IN 47405 (\$3.00).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postsge, PC Not Available from EDRS.

Descriptora—Culture, Higher Education, Instructional Materials, "Religion, Religious Cultural Groups, Secondary Education, "Social History, Social Studies, Units of Study Identifiers—India, Iran, "Religious Practices, Rituals, "Zoroastrianism Zoroastrianism, an ancient religion dating back to the Iranian Stone Age, is still practiced in areas of Iran and India. Following centuries of oppression under Muslim rule in Iran, the adherents are located today in remote areas and only recently have welliran and india. Following centuries of oppression under Muslim rule in Iran, the adherents are located today in remote areas and only recently have welcomed unbelievers into their fire temples to view the sacred fire (Atash Bahram) and the humble fires (Dadgah). The Zoroastricians believe in one God (Ahura Mazda), and their daily religious practices incorporate living a moral life and adhering to strict laws of purity. The religious calendar contains the seven holy festivals (gahambars), one to honor each of the Holy Immortals, and a multitude of family festivals financially supported by individual villagers. An important feature of Zoroastrianism is the rituals associated with death, considered the greatest source of impurity. The villagers who care for corpses are considered impure and are treated as if suffering from an infectious disease. The rituals associated with the festivals and death are described as they were witnessed at Sharifabad in Iran. The document concludes with a six item bibliography. (DJC)

SO 019 198 ED 298 023 SO 019 198
Schuster, J. Mark Davidson
An Inquiry into the Geographic Correlates of
Government Arts Funding: A Research Monngraph Based on the 1985 Survey of Public
Participation in the Arts.
Spons Agency—National Endowment for the Arts,
Washington, DC. Research Div.
Pub Date—Mar 88
Contract—NEA-C86-242

RIE JAN 1989

Note-59p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—"Art Activities, "Cultural Activities,
Demography, Federal Aid, "Financial Support,
"Geographic Distribution, "Participation, Population Distribution, "Public Support, Research
Reports, Social Science Research, State Aid
Identifiers—Survey of Public Participation in the
Arts

Arts

The geographic distribution of arts funding by the National Endowment for the Arts (NEA) and se-lected state art agencies is examined in this report. Data collected from the 1985 Survey of Public Parlected state art agencies is examined in this report. Data collected from the 1985 Survey of Public Participation in the Arts was used to determine if variations in geographic participation rates help explain differences in government support of the arts. Funding patterns for jazz, music, opers, musical plays, drama, ballet, and art museums were examined through an analysis of arts-related financial support in the 14 most populous U.S. states. Findings indicated that there was not a statistically significant relationship between arts funding and population distribution. However, there appeared to be a strong relationship between government funding and the relative distribution of arts organizations, and generally the relationship between government arts funding and the distribution of artists was positive. Data were tested using a number of selected models, and comparisons among them are provided. Fourteen tables and 28 endmotes are included, and appendices contain 3 additional tables showing; (1) dependent and independent variables for all 50 states; (2) participation rates for the 14 most populous states; and (3) subregions' composition and participation rates. (JHP)

SO 019 199

Employment Status of Performing Artists, 1970-1980. Prepared for the Research Division, National Endowment for the Arts.

Spons Agency—National Endowment for the Arts, Washington, DC. Research Div.

Pub Date—Dec 87
Contract—NEA-C86-205
Note—235n Cantor, Muriel G.

Washington, DC. Research Div.
Pub Date — Dec 87
Contract—NEA-C86-205
Note—235p.
Pub Type— Numerical/Quantitative Data (110) —
Reports - Research (143)
EDRS Price - MP01/PC10 Plus Postage.
Descriptors—Art, \*Artista, Census Figures, Dance,
\*Economic Change, Economic Factors, Economic Opportunities, Employment Factors, Economic Ostatus, Employment Employment Statistics, Musiciana, Social Science Research, \*Socioeconomic Influences, \*Socioeconomic Status, Statistical Analysis, \*Theater Arts Identifiers—Bureau of the Census
This report describes and analyzes the socioeconomic characteristics of performing artists in the fields of acting, dancing, and music who were employed during both 1970 and 1980. Using U.S. Census Bureau data, emphasis is placed on socioeconomic changes that occurred during this decade. The report consists of specific sections devoted to each of these occupations, an overview and summary of findings, and a review of research methodology. Findings indicate that: (1) except for dancing, women and minorities are not represented in the performing artists have had to subsidize their earnings through either full-time or part-time jobs; (3) except for a very few performers, the performing arts brough either full-time or part-time jobs; (3) except for a very few performers, the performing arts occupations are low-paying; (4) no formal education requirements existed for entry into the profession; and (5) while performing jobs require migration, employment opportunities were rather evenly distributed throughout the United States.

The bulk of the report consists of 80 appended taless supplying parallel data for each of the 2 years studied. Twenty-two references are also included. (HP)

ED 298 025 SO 019 202

ED 298 025
Cortner, Richard And Others
This Heuserable Court: Teacher's Guide.
Orester Washington Educational Telecommunications Association, Inc., Arlington, Va.
Spons Agency—Corporation for Public Broadcasting, Washington, D.C.
Pub Date—38
Note—24p.
Available from—WETA-TV, Department of Educational Activities, P.O. Box 2626, Washington,

DC 20013 (\$3.50 for guide alone; \$69.90 for guide plus two videocassettes; price includes postage

plus two videocassettes; price includes posta; and handling). Pub Type— Guides - Classroom - Teacher (052) EDRS Price - MF01 Plus Postage. PC Not Avail-

EDRS Price - MPOI Plus Postage, PC Not Avasi-able from EDRS.

Descriptors—Constitutional History, Court Doc-trine, \*Court Judges, Court Litigation, \*Court Role, \*Federal Courts, History Instruction, In-structional Materials, Legal Responsibility, Les-son Plans, Resource Units, Secondary Education, Social Studies, \*United States History, Units of

soo Plans, Resource Units, Secondary Education, Social Studies, "United States History, Units of Study Identifiers—"Legal History, "Supreme Court This teaching guide is designed to accompany and enhance a two-part Public Broadcasting System video documentary about the U.S. Supreme Court's history, legal processes, and activities. The purpose of this series is to examine the institution that for 200 years has been the principal custodian of the U.S. Constitution. A background easay, written by Richard Cortner, highlights: (1) the establishment of the federal judiciary system; (2) the Supreme Court's decision-making powers; and (3) the Supreme Court's cleation-making powers; and (3) the Supreme Court judges. A lesson plan is provided for each of the two television programs, "A History of the Court" and "Inside the Supreme Court," and consins: (1) learning objectives; (2) a program synopsis; (3) suggested previewing and postviewing activities; and (4) student research-related activities. A glossary of terms, 34 selected resource materials, and a list of the Supreme Court chief justices are included. (JHP)

SO 019 2 undamentals of U.S. Foreign Policy. Public Information Series. SO 019 203 ent of State, Washington, DC. Bureau of

Department of S

Pub Date—Mar 88
Noto—104p.; Photographs may not reproduce clearly.

clearly.
Pub Type— Books (010) — Reports - General (140)
EDRS Price - MF0L/PC05 Plus Postage.
Descriptors— Badgets, Civil Rights, Disarmament,
Economic Development, Foreign Countries,
"Foreign Policy, "International Relations, "Nastional Security, Primary Sources, Resource Allocation, Scientific Research, Social Studies,
Technological Advancement, "World Problems
Identifiers—Economic Trends, "Resgan Administration.

Identifiers—Economic Trends, "Reagan Administration
Designed to explore the interests and objectives of
U.S. foreign policy, this book addresses: (1) national
security and arms control; (2) economic programs
and trends; (3) human rights efforts; (4) science and
technological developments; (5) relationships with
various world regions, and (6) the need for an adequate foreign affairs budget. Chapter 1, "The Interests and Objectives of American Foreign Policy"
considers the Reagan administration's role as a
global force for prosperity, security, and democratic
change. Chapter 2, "National Security and Arms
Reduction," focuses on efforts at preserving a
peaceful and stable world environment. U.S. efforts
in promoting human rights, counterterrorism, narcotics' eradication, and refugee relief are described
in chapter 3, "The Human Dimension." Chapter 4,
"The Economic Dimension," discusses efforts to
achieve a strong and prosperous U.S. economy. Specific environmental concerns are considered in
chapter 5, "The Environmental and Scientific Dimension." Chapters 6-10 feature U.S. foreign policy
and relations with: (1) Europe; (2) the Middle East;
(3) Latin America and the Caribbean region; (4)
Sub-Saharan Africa; (5) East and South Asia; and
(6) the Pacific region. Chapter 11, "The Foreign
Affairs Budget: Our First Line of Defense," argues
for adequate spending abroad to support U.S. interesis. Black and white photographs are included.
(JHP)

EAU 296 027 SO 019 206
Citro, Constance F. Gaquin, Deirdre A.
Artists in the Workforce, 1950 to 1985.
National Endowment for the Arts, Washington, D.C.
Pub Date—Sep 87
Contract—C86-207
Note—276p.; Some graphs may not reproduce clearly.
Pub Type—Numerical/Chapatitation Date (110) ED 298 027 SO 019 206

Pub Type — Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—Age Differences, \*Artists, Comparative Analysis, Demography, Educational Trends, Employment Patterns, Income, \*Labor Force, Population Growth, Population Trends, Research, Residential Patterns, Social Sciences, Statistical Analysis, \*Trend Analysis Identifiers—Bureau of the Census This monograph examines the size and composite the size an

Identifiers—Bureau of the Census

This monograph examines the size and composition of the population of U.S. arists from 1950 to 1985 using data from four U.S. decennnial censuses (1950-1980) and the Current Population Survey (CPS). Chapter 1 presents an overview and summary of the report. Population growth rates for the United States and persons in specific arts-related occupations are examined and compared in chapter 2. Rates of increase varied substantially across occupations and time periods and between the sexes. Chapter 3 reports on changes over time in the residence patterns of professional workers and artists with emphasis placed on urban populations that reside in the Northeast, Midwest, South, and West. Chapter 4 describes trends in artists' age profiles aide in the Northeast, Midwest, South, and West. Chapter 4 describes trends in artists' age profiles and educational levels compared with professional workers and with the total work force, while chapter 5 focuses on employment trends and earnings of artists in relation to professional workers and to the total work force. Each chapter treats data for men and women separately. Appendices include: (1) the occupational classification of artists in the U.S. Census; (2) the number of artists, 1950-1985; (3) a description of the impact of sampling error on data reliability; and (4) tables that report specific arts occupation characteristics. Numerous figures and tables are included. (JHP)

Citro, Constance F Gaquin, Deirdre A.

Women and Minorities in the Arts: A Portrait from the 1980 Cansus.

National Endowment for the Arts, Washington, D.C.

Pub Date—Mar 88 Contract—C86-204

Note—152p.; Some graphs may not reproduce clearly.

Note—152p.; Some graphs may not reproduce clearly.

Pub Type—Reports - Research (143)

EDRS Price - MF91/PC07 Plus Postage.

Descriptors—Art, Art Activities, "Artists, Blacks, "Census Figures, Data Interpretation, Demography, Economic Status, Employment Opportunities, "Females, Hispanic Americans, Income, "Minority Groups, Race, Social Science Research, Statistical Analysis, Whites Identifiers—"Census 1980

This study explores the characteristics of women and minority artists in 1980 in relation to the U.S. total artist population, other professional workers, and the total work force. Census data for 1980 are used to depict basic demographic characteristics of women and minority artists and to assess their relative economic status in terms of employment opportunities, earnings, and total available income. Chapter 1 summarizes the study, while chapter 2 provides a portrait of women artists in terms of numerical growth since the 1970 census and geographic distribution by artist occupation. Chapter 3 focuses on the economic well-being of women artists during 1979. Chapter 4 presents information shout the basic characteristics of minority artists, and chapter 5 analyzes their employment and income profiles. Individual groups are identified as: (1) non-Hispanic Whites; (2) non-Hispanic Blacks; (3) Hispanics; and (4) persons of other races. Appendices include: (1) artists occupational classification in the U.S. Census; (2) the states included in each of the U.S. Census Numerous tables and figures are included. (JHP)

ED 298 029 SO 019 208 A Launching Kit for Learning Activities Centered about the 1987 Summits in Canada = Trousse de Reference Concernant les Activites D'apprentisage Axees aur les Sommets de 1987 au Canada. Reford-McCandless International Inst., Toront (Ontario).

pons Agency—Canadian Dept. of External Af-fairs, Ottawa (Ontario).

hars, Ottawa (Chisano).

Pub Date—[87]

Note—150;

Available from—Department of External Affairs,
Domestic Communications Division, Foreign

Policy Information Services, L.B. Pearson Bidg.,
125 Sussex Dr., Tower C, Floor Two, Ottawa,

Canada K1A 0G2.

Canada K1A 0G2.

Language—English; French
Pub Type—Guides - Classroom - Learner (051) —
Guides - Classroom - Teacher (052) — Guides Non-Classroom (055)
EDRS Price - MF91/PC06 Plas Postage.
Descriptora—Community Education, Elementary
Secondary Education, Foreign Countries, Integrated Activities, Interdisciplinary Approach,
"International Cooperation, "International Organizations, International Programs, "International
Relations, Learning Activities, Meetings, Resource Units, "Social Studies, Units of Study
Identifiers—Canada, Canadian Government,
"Commonwealth of Nations, "La Francophonie
This kit, designed for use in elementary and secondary school classrooms and community groups,
presents information and interdisciplinary learning
activities that focus on two 1987 Canadian summit
meetings, One summit, the Commonwealth of Nations meeting in Vancouver, involved countries with
a legacy as British colonial nations; and the other,
La Francophonie summit in Quebec, featured
countries that speak the French language and incorporate a French culture. The kit contains booklets
that: (1) describe Canada's role and history in the
Commonwealth of Nation's and the organization's
"Declaration of Principles": (2) discuss Canada's
role in and relationship to La Francophonie; and of
conce, technology, environment, and resource; (3)
culture and education; (4) peace and order; (5) economic cooperation; (6) women and development;
and environment, and development;
and environment and development; nomic cooperation; (6) women and development; and (7) telecommunications. A poster, wall map, and evaluation form are included. (JHP)

SO 019 225

ED 298 030 Gore, Deborah, Ed. Health in Iowa. Iowa State Historical Dept., Iowa City. Pub Date—Apr 88

Pub Date—Apr 88
Note—33p.
Available from—State Historical Society of Iowa,
402 Iowa Avenue, Iowa City, IA 52240 (\$5.00
single copy rate, \$25.00 classroom rate).
Journal Cit—Goldfinch; v9 n4 Apr 1988
Pub Type—Guides - Classroom - Learner (051) —
Collected Works - Serials (022)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Dentists, Elementary Education,
\*Health, Health Education, \*Health Occupations,
History Instruction, Medicine, \*Middle Schools,
Nurses, Pharmacists, Physicians, \*Social Studies,
\*State History, United States History, Womens
Studies Studies

"State History, United States History, Womens Studies Identifiers—"Iowa Prepared for middle school students, this magazine provides a historical overview of 150 years of medicine in lowa. Focusing on practitioners, early medicinal practices, and common ailments, the articles include: (1) "Health in Iowa"; (2) "Horse and Buggy Doctors"; (3) "Dandy Home Remedies" (P. Stolt); (4) "Doctors Wanted: Women Need Not Apply" (S. Wood); (5) "Read an Advertisement" (E. Miller); (6) "Druggists and Teeth Pullers"; (7) "Nursing in Iowa: The Making of a Profession", (7) "Nursing in Iowa: The Making of a Profession", (7) "Carlson); (8) "The Professionalization of Medicine: Did It Hurt Or Help Women"; and (9) "The Great Plu" (P. Stolt). "Get Healthy Tips" (C. Annicella) contains advice on fitness, nutrition, and dental hygiene. The state-sponsored "Write Women Back Into History" contest's winning essay, "A Hundred Pounds of Dynamite" by Carrie Spann is also reproduced here. Various student activities are provided throughout the publication. (DJC)

ED 298 031 SO 019 226

EAU 200 U.S.1

SO 0.19 2.26

Directory of National Institutions of Educational Planning and Administration in Asia and the Pacific. Second Edition.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

Pub Date—87

Note—78p.

Available from—UNIPUB, 4611-F Assembly

Available from—UNIPUB, 4611-F Assembly Drive, Lanham, MD 20706 (\$10.00, plus \$2.50 shipping and handling). Pub Type—Reference Materials - Directories/Cat-

Pub 1ype—Reservence Materials - Directories/Cat-alogs (132)

EDRS Price - MP01 Plus Postage. PC Not Avail-able from EDRS.

Descriptors—\*Educational Administration, \*Edu-

cational Planning, Educational Research, Foreign Countries, Inservice Education, "Institutions, "National Organizations, Professional Services, "Program Guides, Research and Development Identifiers—"Asia, "Pacific Basin Countries
This directory provides information about 27 institutions and organizations that offer in-service training and research and professional services in relation to educational planning and administration in 13 Asian and Pacific basin countries. The directory's objective is to generate and strengthen regional, inter-country, and inter-institutional cooperation through the promotion of exchanges, China, India, Malaysia, Nepal, New Zealand, Pakistan, the Philippines, Korea, North Vietnam, Sri Lanka, and Thailand. The directory is organization located within each country. Entries contain available information about an organization's: (1) address; (2) telephone number or cabical country. Statical Science (4) staff size; (5) physical facilities; (6) primary language(s); (7) historical background; (6) primary objectives; (9) activities; (10) training programs; and (11) research studies. (JHP)

ED 298 032 SO 019 227 pitis, Rena Special Needs Music Community: Color and the

Computer.

Spons Agency—Ontario Dept. of Education, Tor-

Pub Date-8 Apr 88

Pub Date—8 Apr 88

Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Oricans, LA, April 5-9, 1988).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MFDI/POB Plus Postage.

Descriptors—Computer Software, \*Computer Uses in Education, Elementary Education, Elementary School Students, \*Exceptional Child Research, Foreign Countries, \*Music, Musical Composition, \*Severe Disabilities

Identifiers—\*IPAINT, \*Ontario, Student Cooperation

Identifiers—"IFAINT, "Ontario, Student Cooperation
The daily use of music in a Kingston, Ontario,
Canada, special needs clastroom motivates severely
neurologically and mentally handicapped students
and encourages their communication skills. In a special project, handicapped students use tape recorders with special switches to indicate to
nonhandicapped elementary students what music
appeals to them. With IFAINT, a computer program, the nonhandicapped students then create a
visual pattern of colors to illustrate the music composed by the handicapped students. IFAINT notations increase student ability to understand music
and deviate from standard musical notations in the
following ways: (1) the music's texture is depicted
by color; (2) the visual forms correlated with sound
allow the music to be more easily "heard"; (3) interpretation of the notations can vary to create new
compositions; and (4) IPAINT musical notations
are accessible to all students. In the future, special
touch sensitive switches will be attached to the computer and adapted music software provided so that
handicapped students can create their own compositions. (DJC) andicapped stations. (DJC)

SO 019 230 Spencer, Melody, Ed. Herah, Leonard R. Ed. GATEWAYS Music Curriculum for Musically Tal-ented Children. Report #387. Horscheads Central School District 1, N.Y.

Pub Date—82
Note—77p.; Most of the document is printed on colored paper.
Pub Type—Guides—Classroom—Teacher (052)
EDRS Price—MP01/PC04 Plus Postage.
Descriptors—Course Content, Course Descriptions, Course Objectives, Elementary Education, "Gifted, Learning Modules, "Music, Music Activities, "Music Education, Program Content, Program Design, Resource Units, "Talent, Units of Study Identifiers—"Enrichment Tried Model. "New York"

of Study identifiers—"Enrichment Triad Model, "New York (Horseheads), Renzulli (Joseph)
Designed to challenge the special abilities of musically talented and gifted elementary level students, this Gateways music curriculum guide presents enrichment programs that enhance, rather than supplant, the regular music program. Part 1 describes this program's philosophy, which is based upon Joseph Renzulli's Enrichment Triad Model which sug-

gests that the curriculum be designed to include: (1) general exploratory activities; (2) group training activities; and (3) individual and small group investigations. Part 2 describes Cateways music curriculum guidelines in terms of: (1) the program goal; (2) course goals; (3) the curriculum; (4) content areas; (5) primary and intermediate grade levels; and (6) learning activities based on Renzulli\* program categories. Part 3 provides specific curriculum suggestions for music learning modules that have been determined by a combination of content areas, primary or intermediate grade levels, and Renzulli category. Content areas include rhythm, melody, harmony, vocal and instrumental music, music appreciation, music history, and musical symbols. The modules contain specific lesson suggestions that feature: (1) a content area; (2) learning activities and procedures. A student progress report form is included. (JHP)

SO 019 235

Eisner, Elliot W.

The Role of Discipline-Based Art Education in America's Schools.

Getty Center for Education in the Arts, Los Angeles, CA.

Note-47p. Available from vailable from—Getty Book Distribution Center, J. Paul Getty Trust, P.O. Box 2112, Santa Monica, CA 90406 (\$7.50).

- Reports - Evaluative (142) - Opinion Pub Type-

CA 90406 (37.50).

Pub Type—Reports - Evaluative (142) — Opinion Papers (120)

EDRS Price - MF91/PC02 Plus Postage.

Descriptors—"Art, "Art Activities, Art Appreciation, "Art Education, Creative Art, Curriculum, Elementary Secondary Education, "Visual Arts Identifiers—"Discipline Based Art Education Highlighting the fundamental concepts of discipline-based art education (DBAE), this essay supports a comprehensive elementary and secondary education visual arts teaching approach that features content and skill learning in art history, production, criticism, and aesthetics. Section 1, "The Arts and the Mission of Education," considers: (1) art education's role; (2) learning environments, and (3) the function of the arts in the schools. Section 2, "The Status of Art in the Schools," explores visual art in relation to emotions, talent, intelligence, assessments of student achievement; and creativity development. Section 3, "What is Discipline-Based Art Education?" describer: (1) assumptions concerning how students learn about art; (2) DBAE course contents; (3) DBAE objectives; (4) alternative curriculum structure; (5) curricular scitivities; (6) the role of curriculum guides and resources; (7) evaluation processes; (8) ideal DBAE curriculum characteristics; and (9) the relationship of DBAE to the total education process. Two photographs of culptures and 36 references are included. (HP)

ED 298 035 SO 019 237

ED 298 035

Filibin, Meg Phillips, Rebecca
Marietta Celebration of Unity Case Study.
Pub Date—[88]
Note—23p.; Some portions of the document may not reproduce clearly.
Pub Type— Reports - Descriptive (141)
EDRS Price - MP01/PO1 Plas Pestage.
Descriptors—Case Studies, \*Citizen Participation, Community, \*Community Action, Community, Attitudes, \*Demonstrations (Civil), \*Group Unity, Instructional Materials, \*Local Issues, Racial Attitudes, Social Studies
Identifiers—\*Ku Klux Klan, \*Ohio (Marietta), Ohio (Washington County)
This case study concerns the forming of a Marietta, Ohio unity committee, entitled Citizens for Social and Racial Justice, in response to the local Ku Klux Klan's (KKK) request for a parade permit in order to demonstrate against blacks in this city. Marietta, the county seat of Washington County, Ohio, has a population composed of both white and black citizens. The committee's objectives included: (1) celebrating unity as a community of people; (2) demonstrating opposition to the KKK's objectives and presenting alternative goals; (3) educating children through positive examples; and (4) demonstrating in a peaceful and nonviouent manner. The case study describes the planning of a proposed unity walk and rally to coincide with the KKK demonstrating, tensions and conflicts between unity committee members and city officials, security procedures, and post-unity celebration activities. The document provides: (1) the unity celebration sched-

RIE JAN 1989

ule of events; (2) guidelines for appropriate demonstration behavior; (3) selected newspaper articles; and (4) demonstration route maps. Appendices include: (1) a 1923 article from the KK newspaper, "The Klan-Kraft"; (2) a copy of a cryptic hate-letter; and (3) a newspaper article by Geraldine Parker, entitled "Sheltered Slaves Escaping from South "Underground Railroad" Ran through Washington County," (JHP)

ED 298 036

SO 019 241

Women in the Work Force: Supreme Court Insues.

Hearing before the Subcommittee on Employment Opperiunities of the Committee on Employment Opperiunities of the Committee on Education and Labor. House of Representatives, Ninety-Ninth Congress, Second Session.

Pub Date—30 Sep 86

Note—122p; Serial No. 99-135. Portions contain small print.

Available from—Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC, 20402.

Pub Type—Legal/Legislative/Regulatory Materials (990)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—"Affirmative Action, "Employed Women, "Employment Practices, Equal Opportunities (Jobs), "Females, Hearings, "Labor Force, Sex Discrimination, Sexual Harasament Identifiers—Congress 99th, "Issues Approach, "Supreme Court ED 298 036 SO 019 241

Sex Discrimination, Sexual Harasament Identifiers—Congress 99th, \*Issues Approach, \*Supreme Court
This U.S. Congress 99th, \*Issues Approach, \*Supreme Court
This U.S. Congressional hearing, chaired by Representative Matthew G. Martinez (California), focuses on women in the work force. Issues, such as equal participation, pay, and advancement, along with sex discrimination and sexual harasament, are addressed. Testimony and written statements were presented by representatives from District of Columbia based institutions and organizations. Those representatives who gave speeches included: (1) Sarah E. Burns, Assistant Director, Georgetown University Law Center, Sex Discrimination Clinic; (2) Lorence Kessler, Attorney McGuiness & Williams; (3) Jill Emery, Acting Director, Women's Bureau, U.S. Department of Labor; (4) Nancy Krieter, Research Director, Women Employed Institute; (5) Marcia D. Greenberger; Managing Attorney, National Women's Law Center; (6) Cynthia Marasao, Essecutive Director, Wider Opportunities for Women; and (7) Claudia Withers, Staff Attorney, Women's Legal Defense Fund. Written statements were also provided by: (1) Suzame E. Meeker, National Women's Law Center (in conjunction with Marcia Greenberger; (2) Olympia J. Snowe, Congressional representative (Maine); and (3) Ruth Zacariss, Women's Legal Defense Fund (in conjunction with Claudia Withers). (JHP)

ED 298 037

ED 298 037 SO 019 242

Rutkowski, Edward, Ed. Papers and Proceedings the Midwest History RIMKOWER, Edward, Ed.
Papers and Proceedings of the Annual Meeting of
the Midwest History of Education Society (7th,
Chicago, Bilinois, October 27-28, 1972).
Midwest History of Education Society, Cedar Palla,

Pub Date-73 Note-175p.;

Tote-175p.; Fer related documents, see SO 019 243-257.

Note—175p.; For related documents, see SO 019
243-257.
Journal Cli—Journal of the Midwest History of Education Society; v1 1973
Pub Type—Collected Works - Proceedings (021)—Collected Works - Serials (022)
EDBS Price - MP5U-PC07 Plas Pestage.
Descriptors—Bilingual Education, Demonstrations (Civil), Sducational Attitudes, Educational Development, Educational Environment, \*Educational History, Educational Philosophy, Estension Education, Multilingualism, Progressive Education, Public Schools, Religious Education, \*Teachers, Vocational Education, Womens Education, \*Teachers, Vocational Education, Womens Education
Identifiers—Alcott (Bronson), \*Canada, Marcuse (Herbert)
The first journal publication of the Midwest History of Education Society contains papers presented at its 1972 annual sneeting and three papers on Canadian education. \*University Extension in the United States, 1885-1915" (G. M. Woytanowitz) defines the U.S. origins of the university extension as an adult education agency. "She Could Always Teach" (K. H. Kamin) examines the historical impact of this attitude on women, the evolution of the teaching profession, and the social implications for women who did teach. "The Revolutions of 1968: A Neo-Hegelian View" (R. E. Mason) considers whether the Neo-Hegelian perspective developed

by Herbert Marcuse can be attributed to the student unrest of 1964-1971 in the United States, France, and Germany. "A Critique of Lawrence Cremin's American Education: The Colonial Experience 1607-1783 and 1st Adaptability in History of American Education Courses" (S. S. Cohen) reviews the book's organization and themes and discusses its use as a textbook. "Amos Bronson Alcott: Transcendental Educator" (D. B. Ripley) reviews the teaching innovations and educational philosophy introduced by Alcott in Connecticut Schools. These innovations included the physical design of the classroom, the choice of textbooks and library books, and the introduction of physical education. "Education and Industrial Skills: Changing Conceptions of the Role of Public Schooling, 1865-1900" (B. E. McClellan) discusses the introduction of manual training in the U.S. educational system. The first paper on Canadian education, "John Stracham: A Controversial Figure" (C. H. Gross), is a biographical study of the first Anglican Bishop of Toronto who promoted religious instruction in schools, especially at the university level. "American Influence on Propressive Education in Canada" (R. S. Patterson) discusses how progressive educational reform measures were introduced to Canadian educators. "Education and Multilingualism in Manitoba" (K. Wilson) discusses the effects of the Laurier-Greenway Compromise's bilingual clause and the establishment of the 1967 Public Schools Act. The program and business meeting's minutes are included. (DJC)

ED 298 038

Ruikowski, Edward, Ed.

Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (8th, Chicago, Illinois, October 24-27, 1973).

Midwest History of Education Society, Cedar Falls,

Pub Date—74 Note—103p.; For related documents, see SO 019 242-257.

242-257.

Journal Cit—Journal of the Midwest History of Education Society; v2 1974

Pub Type—Collected Works - Proceedings (021)—
Collected Works - Serials (022)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Colleges, "Educational Administration, "Educational Philosophy, Educational Legislation, Educational Philosophy, Education Research, Higher Education, dentification (Psychology), Social Environment, State Boards of Education, Values Education, Womens Studies Identifiers—Anarchism, "Japan, Neill (A S), Nineteenth Century, Office of Education, Twentieth Century

Identifiers.—Anarchism, "Japan, Neill (A S), Nineteenth Century, Office of Education, Twentieth
Century
These papers from the Midwest History of Education Society's 1973 annual meeting include topics
on United States and Japanese education, A. S.
Neill, and Ells Flagg Young. The editor's supplament includes two papers on U.S. educational administration. "American Education at the Turn of
the Century" (P. A. Graham) urges that research of
this period focus less on educational reforms and
examine the educational process instead. "The History of the Soka Gakkai Movement and Its Educational Implications" (C. H. Gross) describes the
history, the appeal, and the philosophical base of the
Soka Gakkai (Value Creation Society) in Japan
from 1930 to the present. "A. S. Neill, Summerhill,
and the Anarchist Tradition" (J. Kirschner) examines anarchism and traces its influence on Neill's
educational philosophy. "National Identity and Education: Symbols and Reality" (N. R. Bernier) is a
thought paper on national cohesion through the socialization process. To avoid national distintegration, a national identity is promoted through
national symbols that incorporate a collective
self-image of an interdependent people. "Ells Flagg
Young: Chicago School Superintendent, 19091915" (R. V. Donatelli) details the accomplishments of Young. "The Founding of the U.S. Office
of Education: A Legislative History" (D. R. Warren) describes the U.S. Congress's debates over
H.R. 276 in 1866-67 for the formation of the U.S.
Office of Education. "The lowa Experiment with an
Integrated System of Higher Education" (E. Rulkowiki) describes the history of the stempted coordination of lowa's three state universities and their
curricula under a state board of control at the turn
of the century. The program, the business meeting's
minutes, and attendees' list is included. (DJC)

ED 298 039 SO 019 244 ski, Edward, Ed.

Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (10th, Chicago, Illinois, October 25-26, 1974). Midwest History of Education Society, Cedar Falls,

IA Pub Date--133p.; For related documents, see SO 019

242-257.

Pub Date—75
Note—139p.; For related documents, see SO 019
242-257.
Journal Cit—Journal of the Midwest History of Education Society; v3 1975
Pub Type—Collected Works - Proceedings (021)—Collected Works - Serials (022)
EDRS Price - MFDI/PC06 Plus Postage.
Descriptors—Acculturation, "Educational Change, "Educational History," Educational Philosophy, Educational Strategies, Historiography, Immigrants, Learning Theories, "Religious Education, Research Design, Research Methodology Identifiers—Indiana (New Harmony), "Owen (Robert), Quakers, Roman Catholic Church, "Utopin The proceedings papers include topics on educational reform and intellectuals, religious education, immigrants, and the history of education as discipline. The theme of an Editor's Supplement is utopianism and education, and the papers deal with Robert Owen. These three papers are reprinted from the 1973 meeting of the National History of Education Society. "The Origins of the Roman Catholic Cathechesis in the United States (1776-1799)" (C. J. Carmondy) traces the origins and the incorporation of religious education (cathechesis). "Be Still and Know!" (Quaker Silence and Dissenting Educational Ideals, 1740-1812" (J. Hendricks) relates the roles of the jeremiad, silence, and religious education on Quaker beines and iffestyle. "Brook Farm: A Lesson in Cooperative Education" (C. E. Alberti) presents the social and religious factors that led to the experiment's formstion and describes the school's teachers, students, and curriculum." A Study of Four Northern European Immigrant People and the Assimilation Process: Some Current Observations" (F. C. Nelsen) studies Germans, Dutch, Swedes, and Norwegians in relation to their views on acculturation. Under the heading "The History of Education: Past, Present, and Future", the first paper, "History of Education in the Future: Obsolescence or Relevance" (A. Peters) offers six methods of interpretain that he employed at the New Lanark school. "Robert Owen's New Harmony Community: An Example of Communitarian Educat

SO 019 245

ED 298 040 SO 019 24
Rutkowski. Edward, Ed.
Papers and Proceedings of the Annual Meeting of
the Midwest History of Education Society (11th,
Chicago, Illinois, October 24-25, 1975).
Midwest History of Education Society, Cedar Fall
(14) on Society, Cedar Falls,

Pub Date

Note-121p.; For related documents, see SO 019 242-257. Journal Cit-

-Journal of Midwest History of Educa-

Journal Cit.—Journal of Midwest History of Education Society; v4 1976
Pub Type—Collected Works - Proceedings (021)—
Collected Works - Serials (022)
EDRS Price - MF61/PO18 Piss Postage.
Descriptors—Acculturation, Boards of Education,
Cultural Pluralism, Dependents, "Educational History, "Educational Philosophy, Governance,
Covernment School Relationship, Immigrants,
Junior High Schools, Progressive Education,
School Support, Social History, State Schools,
Womens Studies
Identifiers—Addams (Jane), Dewey (John), Rugg (Harold Ordwell)

The proceedings papers include topics on important historical figures, the social and philosophical implications of immigrants and assimilation, the status of women, and the role of education. The two papers in the Editor's Supplement cover the junior high school movement and the establishment of a Michigan state school. "Jane Addams, the Hull House, and the Education of the Immigrants, the Hull House, and the Education of the Immigrants, the Hull House, and the Education of the Immigrants, the rideas on cultural pluralism, and her philosophy of education. "The St. Louis Sparkplug: Henry C. Brokmeyer" (H. B. Dunkel) details Brokmeyer's life, his adoption of Hegelian theories, and his polltical activities and describes his disciplines. "Centennial Celebration of a Persistent Journal" (R. E. Belding) describes the history of the Journal of Education. "School Governance by Women: The Stepping Stone To Political Participation" (K. H. Kamin) relates women's struggles to gain seats on male-dominated school boards, women's impact on the school systems and teachers, and the effect that these actions had on the movement for universal women suffrage. "Two Treatments of Cultural Difference: Dewey on Nationalism and Kallen on Piuraiism" (J. Wissot) reviews John Dewey's views on assimilation and concern about Horace Kallen's position on cultural pluralism. "Harold Rugg: Educator In Search for the Authentic Gesture" (R. V. Bullough, Jr.) describes Rugg's ideas on the condition and destiny of the United States and the nature of an education capable of meeting the U.S. challenge and playing a crucial role in shaping its destiny. "The Junior High Schools A Product of Reform Values, 1890-1920" (W. R. Stephens) traces the history of the inception of junior high schools and argues that they are a result of the progressive educational institutions for the teaching of moral values and physical training to poverty stricken children. The program, the business meeting's minutes, and the attendees list are included. (DIC)

SO 019 246 ED 298 041

Rathowski, Edward, Ed.
Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (12th, Chicage, Illinois, October 23-30, 1976).
Midwest History of Education Society, Cedar Falls,

Pub Date-77 Note-159p.: lote-159p.; For related documents, see SO 019 242-257.

Pub Date—77
Note—159p; For related documents, see SO 019
242-257.
Journal Cit—Journal of the Midwest History of Education Society; v5 1977
Pub Type—Collected Works - Proceedings (021)—Collected Works - Serials (022)
EDRS Price - MF91/PC97 Flus Pestage.
Descriptors—Black Colleges, Black Education, Childrens—Literature, "Educational History, "Educational Philosophy, Futures (of Society), "Ideology, Political Socialization, Protestants, Public Education, "Religious Education, Social Action, Social Agencies, Social History, Values Education Identifiers—Counts (George S), Dewey (John)
The papers presented in this document cover three themes: (1) religious education; (2) the education of black U.S. citizens; and (3) the problem of education as imposition. Part 1 begins with "Tales for the Evangelical Nursery: Calculated to Edity, Caution, Instruct, Alarm, and Improve" (P. T. Rooke) that describes the moral instruction given in the nineteenth century home through the use of Mary Martha Sherwood's children's books. "Protestant Views on Education, 1865-1909. A Reevaluation of the Dual Pattern of Parallel Institutions Thesis" (R. Ognibene) argues that the Protestant denominations (Baptist, Episcopalian, and Presbyterian) had not expressed complete agreement with secular education. "The Philosophy of the Religious Education Association, 1903" (H. A. Archibald) discusses the relationship of John Dewey, George Albert Coe, and others to the Association and the debate over how to reconcile certain disciplines, such as psychology, with religious education. Part 2 begins with "Industrial Philanthropy and Black Higher Education, 1915-1930" (D. A. Archibald) discusses the relationship of John Dewey, George Albert Coe, and others to the Association and the debate over how to reconcile certain disciplines, such as psychology, with religious education and the debate over how to reconcile certain disciplines, such as psychology, with religious devention and the debate over how to reconcile certain disciplines, such as psychology with

and activities of black heritage societies, women's clubs, the YMcCa and YWcCa, schools, newspapers, and other organizations. Part 3 begins with "George S. Counts as an Ideologist of American Education: The 1930s" (G. L. Gutek) which discusses Counts's ideas about the 1930s, the U.S. past, social change, and programs to create a new society. "George S. Counts and the Imposition Controversy" (G. J. Dixon) provides an overview of the debate about the inclusion of Counts's ideas of social reconstruction in education and in what way schools should impose the social issues on children. "The Bode-Child Imposition Controversy." The Critical Perspectives of the Participants" (J. DiGiambattista) presents the positions of both men in the use of experimental intelligence. "The Theory and Practice of Theodore Brameld's 'Defensible Partiality': A Mid-Century "Resolution' to the Imposition Controversy" (C. Kridel) delineates the difference between reconstructionism and defensible partiality and reviews the Floodwood (Minnesota) Project. "The Politics of Values" (P. L. Smith) examines progressive education and the viewpoint of imposition. The program, business meeting's minutes, and list of attendees are included. (DJC)

ED 298 042 SO 019 247

Rutkowski, Edward, Ed.

Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (13th, Chicago, Illinois, October 28-29, 1977).

Midwest History of Education Society, Cedar Falls, IA.

Pub Date-

-114p.; For related documents, see SO 019 242-257.

242-257.

Journal Cit.—Journal of the Midwest History of Educational Society, v6 1978

Pub Type—Collected Works - Proceedings (021)—
Collected Works - Serials (022)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Catholic Schools, Educational
Change, "Educational History, Government
School Relationship, Minority Groups, Periodicals, Population Growth, Protestants, "Religious
Education, Rural to Urban Migration, School Administration, School Funds, School Segregation,
Superintendents, "Urban Education, Urban
Schools

cals, Population Growth, Profestants, "Religious Education, Rural to Urban Migration, School Administration, School Funds, School Segregation, Superintendents, "Urban Education, Urban Schools Identifiers—Aries (Philippe), Common Schools, Journalists, Kansas, Massachusetts (Waltham), Nineteenth Century
The papers in this document feature four themes: religion and education, the nature of childhood and its relationship to education, urban educational problems, and the character of educational journalism. Part 1 begins with "A Common Faith for the Common School? Religion and Education in Kansas, 1861-1900" (J. C. Carper) which compares in two parts the responses of Protestants and Catholics to religious education. "Educating "Watch City: The Transformation of Education in Waltham, Massachusetts, 1840-1880" (G. M. Woytanowitz) discusses the reorientation of education in a rural community undergoing urbanization. "The Most Ordered of Rescues: A Reinterpretation of Childhood History and the Common School!" RL. Schnell) analyzes Philippe Aries' interpretation of the relationship of childhood to institutions in the 19th century common school. Part 2, "Tribute to Harold B. Dunkel," begins with an introduction to Dunkel and his work by R. L. McCaul. "The Lively Educational Journalists, 1875-1900" (H. B. Dunkel) describes the growth of educational journals from local interest newspapers and the editors behind them. Part 3 begins with "The Urban Superintendency and the Depression: The Case of Thomas Warrington Gooling, Akron, Ohio, 1928-1934" (G. L. Hinson; C. M. Dye), which describes the state of education prior to Gosling's administration, his first years' triumphs, and the financial battles to keep the schools open during the 1930s. "Conservation and Proselytization: How Ancestry, Race, and Religion Shaped Parochisis Bducation in Cario, Illinois" (R. N. Barger) describes the racial segregation policy of the Catholic parochial school system along Irish, Germas, and Black lines, and the perception the parochial schools fo

ED 298 043 SO 019 248 tkowski, Edward, Ed. pers and Proceedings of the Combined Annual electings of the Midwest History of Education

Society and the History of Education Society (Chicago, Illinois, October 27-29, 1978). Midwest History of Education Society, Cedar Falls,

(Chicage, Illinois, October 27-28, 1978).

Midwest History of Education Society, Cedar Falls, IA.

Pub Date—79

Note—69p.; For related documents, see SO 019
242-257.

Journal Cit—Journal of the Midwest History of Education Society; v7 1979

Pub Type—Collected Works—Proceedings (021)—Collected Works—Serials (022)—EDRS Price—MP01/PC03 Plus Postage.

Descriptors—Black Attitudes, Black Education, "Educational History, Family Characteristics, Political Affiliation, Racial Attitudes, Research Projects, School Segregation, Teacher Background, "Teacher Education Identifiers—"Counts (George S), Normal Schools, Soviet Education and History, Teacher Background, Teacher Education The selected papers presented in this document include topics on normal schools in Wisconsin and Minnesota, George S. Counts, and segregated schooling in Kanass. "Wisconsin Normal Schools to be perceived as teacher training institutions rather than high achools. "Wincon Normal School Student Profile, 1860-1890" (J. Wasserman) describes the struggle of normal school to be perceived as teacher training institutions rather than high achools. "Wincon Normal School Student Profile, 1860-1900" (G. E. Bates, 17) is a preliminary report on a research project and presents the initial findings on parental occupations and social status. The first of two papers on George S. Counts, "The Political Life of George S. Counts,"

(W. E. Eaton) describes his political orientation, and specifically his role in the American Labor Party and The Popular Ideology of Segregated Schooling. Attitudes toward the Education of Blacks in Kanasa, 1854-1900" (J. C. Carper). This paper describes the controversy concerning education for blacks and the debate over segregated versus integrated schools. The meeting program and t

ED 298 044 SO 019 249

Rutkowski, Edward, Ed.

Papers and Proceedings of the Annual Meeting of
the Midwest History of Education Society (15th,
Chicago, Illinois, October 26-27, 1979).

Midwest History of Education Society, Cedar Falls,

Pub Date—80 Note—200p.; For related documents, see SO 019 242-257.

Fub Date—50
Note—200p; For related documents, see SO 019
242-257.
Journal Cit.—Journal of the Midwest History of Education Society; vs 1980
Pub Type—Collected Works - Proceedings (021)—Collected Works - Serials (022)
EDRS Price - MP91/PC08 Plas Postage.
Descriptors—Billingual Education, Black Education, Community Organizations, Curriculum Research, 'Educational Change, 'Educational Development, 'Educational History, Educational Development, 'Educational History, Educational Strategies, Equal Education, Instructional Leadership, Models, Politics of Education, "Public Schools, Secondary Schools, Social Studies, Womens Education
Identifiers—Amherst Project, Aries (Philippe), Common Schools, Ghana, Michigan (Detroit), Ohio, Political Parties, United States (Deep South)
The papers presented cover three general themes: modern education and curriculum; the legacy of educational thought; and origins and issues in U.S. educational development. Part 1 begins with "The New Social Studies' and Curriculum Innovation: The Amherst Project Experience, 1959-1972" (C. E. Samec) which describes the project's inception, the problems in communicating its curriculum phinosophy, financial difficulties, and the complications of publication. "Billingual Education: A Reevaluation of Objectivies" (T. Reagan) argues three critical points in billingual education: "New Concept in an Old Discipline: Reconstructing the Introductory History of Education Course" (R. L. Schnell; P. T. Rooke) demonstrates how to use students' child-hood experiences and family historics to teach the history of education. "Ghana's Educational Program: A Model for African Countries" (C. E. Alberti) discusses the Ghanian educational system's

development, structure, curriculum, and problems. Part 2 begins with "isocrates Fillar of Western Education" (W. L. Innerd) which details isocrates' life and his teaching methods. "Educational Journalism at Its Most Provocative: The American Herbartians and Their Influence on the Direction of Twentisth Century Teacher Education" (B. H. Westfall) focuses on Charles De Garmo, Charles McMurry, and Frank McMurry, and their roles in shaping the American branch of the Herbartian movement. "Samuel Lewis, Ohio's First Superintendent of Common Schools" (M. L. Petti) is a biography of Lewis. "Useful Education for the Poor: A Benthamie Perspective" (B. W. Taylor) provides a description of Bentham's work towards educational reform for the English poor. Part 3 begins with "The Reform of Education in the Agrarian South, 1900-1930" (S. J. Maxey) which details the reform movement that included the involvement of white middle class professionals and external associations; school supervisors, and black educational institutions; and revised teacher education requirements." A Davenport School's Romantic Affair with Southern Finantation Belles" (L. Horton and R. E. Belding) discusses the physical location, facilities, and curriculum of the Immaculate Conception Academy (Jowa) that attracted affluent women from the deep South during the Civil War. "Devoit's First Great School War." The Politics of Common Schools in a Frontier City, 1836-1842" (D. L. Angu) relates the political struggle for a free educational system. The conference program, business meeting is minutes, and a directory of sitendance are included. (DJC)

ED 298 045 SO 019 250

Ruskowski, Edward, Ed.

Papers and Proceedings of the Midwest History of Education Society Assumal Meeting (16th, Chicago, Illinois, October 24-25, 1960).

Midwest History of Education Society, Cedar Falls,

IA. Pub Date—81 Note—201p.;

Midwest History of Education Society, Cedar Palls, I.A.

Note—201p.; For related documents, see SO 019
242-257.

Journal Cit.—Journal of the Midwest History of Education Society; v9 1981

Pub Type—Collected Works - Proceedings (021)—Collected Works - Serials (022)

EDRS Price - MP91/PC09 Plus Pestage.

Descriptors—Alcohol Education, Catholic Schoola, 'Educational Facilities Planning, 'Educational History, Educational Philosophy, Educational History, Educational Philosophy, Educational Principles, Experimental Colleges, Football, 'Government School Relationship, Higher Education, High School Students, Parent Background, Politics, Social Theories, Socioeconomic Status, Universities

The papers in this document present three themes: history of higher education; educational Hought; and education and reform. 'The University of Illinois' Long Search for a Permanent Campus in Chicago, 1946-1963: The Relationship between the Politics of Influence and the Conflicing Images of an Urban University' (G. A. Sprague) begins part I and describes the university's site selection, the mission of the Chicago branch, the concerns from other universities, and the lack of political gupport. 'Between Two Worlds: The Residential College's history. "Maroon Farewell: The Abolition of Intercollegiste Football at the University of Chicago' (G. S. Cohen) tells of the team's final games and the preas coverage of its demise. Part 2 begins with "William Rainey Harper: Christian Individualism and the University, "Deschooling Revisited: An Examination of Ivan Illich's Social Thought" (T. Reagan) distinguishes between the medieval ideal of human society and New Liberalism and examines how Illich's social theory reflected the ideal in his critique of schooling, "Ohn Lancaster Spalding: The Horace Mann of Catholic Education" (R. N. Barger) describes Spalding's involvement in establishing illinois 'parochial schools, the Catholic Educational Exhibit, the Baltimore Cathocism. The Catholic University of America, and the Institute of Pedagogy. Part 3

of temperance through textbooks, and its ultimate failure, to similar efforts in Canada. "The Matter of Means: The Campaign and Election for the New York Free Academy, 1846-1847" (J. Mirel) de-York Free Academy, 1840-1847 (J. mires) us-scribes the political controversy over the establish-ment of the Free Academy. "A Note on the Occupational Backgrounds of Public High School Students Prior to 1940" (D. L. Angus) reviews the 19th and early 20th century literature written ab parental occupations. The conference progra-business meeting's minutes, and attendance are cluded. (DJC)

ED 298 046 SO 019 251

Rulkowski, Edward, Ed.

Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (17th, Chicago, Illinois, October 30-31, 1981).

Midwest History of Education Society, Cedar Falls,

Pub Date-82 Note-150p.; Tote-150p.; For related documents, see SO 019 242-257.

242-257.

Journal Cit—Journal of the Midwest History of Education Society; v10 1982

Pub Type—Collected Works - Proceedings (021)—
Collected Works - Serials (022)

EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Billingual Education, Children, \*Educational History, Educational Policy, Educational Theories, Education, Enrollment Trends, Elementary Secondary Education, Enrollment Trends, Ethnicity, \*Ethnic Studies, Path Analysis, \*Public Schools, Research Methodology, Research Projects, Sex Discrimination

Research Methodology, Research Projects, Sex Discrimination
Divided into four parts, this document presents papers covering: quantitative analysis and educational history, ethnicity and education, educational paradigms, and schooling in the urban heartland. The first paper in part 1, "The Social and Economic Correlates of School Attendance among the Children of Textile Workers, 1890" (D. L. Angus, B. A. Hilbert, and J. E. Mirel) is based on the 1890 and 1891 annual reports of the commissioner of labor. "Path Analysis: Another Research Tool for the Educational Historian" (I. Newman and C. M. Dyerviews the uses of path analysis as a research methodology. Part 2 begins with "A Test of Andrew M. Greeley's Six Step Theory of Ethnic Assimilation by the Use of Norwegian-American Historiography" (F. C. Nelsen). "Ethnicity and Ethnic Studies Creek's Six Step Theory of Ethnic Assimilation by the Use of Norwegian-American Historiography" (F. C. Nelsen). "Ethnicity and Ethnic Studies Creek's Six Step Theory of Ethnic Assimilation by the Use of Norwegian-American Historiography" (F. C. Nelsen). "Ethnicity and Ethnic Studies Cervisited" (M. M. Krug) reviews the rise in the 1970s of ethnic awareness in education. "Two Christian Ideas of Childhood: Clement of Alexandria and Augustine" (J. J. Chambliss) contrastive teaching and Augustine's sindlaness of children as a burden received from Adam. "Paradigms of Education: An Overview" (R. Marks) is an introduction for a larger study on the overview of the enlightenment, evolutionary, progressive, and perennial paradigms. Part 4, "The Irony of Twentieth-Century Educational Policy and Juvenille Delinquency in Chicago, 1890-1972" (M. W. Sediak) describes the exaul discrimination of educational solutions. The proceedings, the business meeting's minutes, and the directory of attendance are included along with an index to the first 10 volumes of the proceedings. (DIC)

ED 298 047 SO 019 252 Rutkowski. Edward. Ed. Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (18th, Chicago, Illiaois, October 29-30, 1982). Midwest History of Education Society, Cedar Falls,

IA

(DJC)

Midwest History of Education Society, Cedar Falls, IA.

Pub Date—83

Note—195p; Several pages and the art reproductions may not reproduce well. For related documents, see SO 019 242-257.

Journal Cit.—Journal of the Midwest History of Education Society; v11 1983

Pub Type—Collected Works - Proceedings (021)—Collected Works - Serials (022)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Art History, "Bilingual Education, Blacks, Catholic Schools, Civil Liberties, Cognitive Ability, "Creationism, Educational Device, Public Schools, Racial Blas, Religion, Teaching (Occupation), "Unions Identifiers—Art Criticism, "Depression (Economic 1929), "Urban League

The papers of this proceedings are organized into

four parts: religion and education; the politics of urban education; issues in minority education; and concepts of childhood. The first paper in part 1 "I will Declare What He Hath Done for My Soul: Feconcepts of childhood. The first paper in part 1 "I will Declare What He Hath Done for My Soul: Female Conversion Narratives in the Early Nineteenth Century" (V. L. Brereton) explores the conversion experience that led women into teaching and missionary work. "By the Bowels of God's Mercy: Protestant and Catholic Responses to Educational Development in Cincinnati, 1830-55" (F. M. Perko) describes the Catholic and Protestant influences on the common schools and the Catholic progression towards parochial schools. "Creationism vs. Evolution: Challenge to Educators" (F. Parker) relates the history of the Creationists' activities. Part 2, "Out of the Cloister of the Classroom: Political Activity and the Teachers of Detroit, 1929-39" (J. Mirel), describes the political issues of the Depression era that caused teachers to unionize. Part 3 "A History of the Social and Educational Programs of the Urban League of Pittsburgh, 1918-1932" (W. E. Bickel and D. T. Martin) consins the history of the Urban League of Pittsburgh's organization. "The Educating of Minority Children: Nothing New under the Sunf" (T. Reagan) outlines the arguments against native language instruction addressed in Dr. Charles Orpen's booklet that was published in Ireland in 1821. "Social Darwinism, Race, and Research" (F. P. Besag) presents the addressed in Dr. Charies Orgens stocked and probabled in Ireland in 1821. "Social Darwinism, Race, and Research" (F. P. Besag) presents the point of view that the originators of educational research were racists who stressed the cognitive differences between groups rather than their similarities. Part 4, ""Real Children' in Ancient Greek and Roman Art" (J. J. Chambliss), describes artworks that show that children were not always represented with adult features. The program, the business meeting's minutes, and the directory of attendance are included. (DJC)

ED 298 048 SO 019 253 Rulkowski, Edward, Ed.

Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (19th, Chicago, Illinois, October 28-29, 1983).

Midwest History of Education Society, Cedar Falls,

Pub Date-84

ote-204p.; For related documents, see SO 019 242-257.

242-257.
Journal Cit—Journal of the Midwest History of Education Society; v12 1984
Pub Type—Collected Works - Proceedings (021)—
Collected Works - Serials (022)
EDRS Price - MF01/PCOP Plus Postage.
Descriptors—Blacks, College Administration,
"Early Childhood Education," Educational History,
Educational Theories, Experimental Schools, Federal Aid, Females, Higher Education, Labor Education, Oral History, Progressive Education, "Racial Bias, Research Methodology,
Sex Bias, Teachers
Identifiers—Critical Evaluation, "Dewey (John),
"Froebe—(ritical Evaluation, "Dewey (John),

Education, "Racial Bias, Research Methodology, Sex Bias, Teachers Identifiers—Critical Evaluation, "Dewey (John), "Froebel (Friedrich)
The papers of this proceedings are grouped in five parts. The three papers in part 1 discuss the exposure of Italian acholars to Dewey's philosophies and include the titles (1) "John Dewey in the Evolution of Italian Education" (C. R. Wolf); (2) "Frederick Eby and the Dewey Lectures: An Essentialist Present at Educational Progressivism's Conception" (B. Westfall); and (3) "The Dewey School: A Record of Success and a Reality of Failure" (C. Eisele). Part "G. "Shaping Educational Policy: Models from the Past", discusses the discrimination against women teachers, the education of wage carners with federal funds, the life adjustment education movement, and the purposes of the International Consortium of Options in Public Education and the Progressive Education Association. The titles are: (1) "The Women Penil: As a Barrier to the Rise of Women Teachers, 1890-1920" (P. Carter); (2) "Education as a Form of Emergency Relief: The New Deal Experience" (J. Sealander); (3) "Beyond the Prosser Revolution: Professional Malignancy, An Historical Perspective" (J. T. Sears and J. D. Marshall). Part 3, "A Past Perspective on Childhood Theory and Practice," presents the introduction of Froebelian kindergarten into Ontario (Canada) and the inception of farm schools in England. The titles are: "Ontario's Kindergarten-Primary Movement: Utiliarianism Subverts Idealism" (B. A. Wood) and "The Farm-School System of 19th Century Europe and Its Legacy" (T. J. Phillips). The two papers in part 4, "Issues in Historical Research", cover the

meed for educators to be familiar wish the history of education, and are titled "Historical Research for Educational Questions" (J. M. Lakebrink) and "Oral History: Use of Interviews to Obtain a Historical Perspective of Early Childhood Education" (S. Boyd). Part 5, "Some Perspectives on Higher Education" includes four papers discussing the evolution of modern higher education. The titles include: "The Americanization of Higher Learning" (E. Feldman); "Life and Death of an Agricultural College" (W. Eaton and M. Bond); "From Principal Teacher to Corporate Manager: An Institutional History of Change in the Role of the College President" (R. N. Barger), and "Privileged Turf. Black Participation at the University of Cincinnati, 1955-1976: The Langsam and Bennis Years" (L. Jones). The program, the business meeting's minutes, and the directory of attendance are included. (DIC)

SO 019 254 ED 298 049

Rulkowski, Edward, Ed.

Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (20th, Chicage, Illinois, October 19-21, 1984).

Midwest History of Education Society, Cedar Falls, 14

Pub Date-85

Note-175p.; For related documents, see SO 019

242-257.

Journal Cit.—Journal of the Midwest History of Education Society; v13 1985

Pub Type.—Collected Works. Proceedings (021) —
Collected Works. Serials (022)

EDRS Price - MF01/PC07 Pius Postage.

Descriptors.—Art, Black Colleges, Business Education, Children, \*Colleges, Educational Development, \*Educational History, Educational Philosophy, Educational Policy, Federal Government, Females, \*Government School Relationable, \*Industrial Education, Labor Force Development, Liberalism, \*Moral Development, Museums, \*Periodicals, Religion, Womens Studies

Development, Liberalism, "Moral Development, Museums, "Periodicals, Religion, Womens Studies 1 (1998). Periodicals, Religion, Womens Studies 1 (1998). Periodicals, Religion, Womens Studies 1 (1998). Periodicals, Religion, Womens Studies (Mary Mapes), Italy, Massachusetts, Nation (Journal), New Republic (Journal). The papers of this proceedings are presented in three parts. The four papers in part 1, "Issues in 20th Century American Education", discuss the women graduates of Oberlin College, 1836-1860, the Americanization of art museums, the business community's response to government's support of the labor movement, and the response of liberalism to the educational depression as seen through the publications of "Nation" and the "New Republic". The titles are (1) "Conflict of Roles: Evangelism and Feminism a Twentieth Century Perspective" (R. S. Salaw); (2) "John Cotton Dana, The Newark Museum and the Arts in American Society" (A. S. Schnee); (3) "The National Association of Manufacturers and the Free Enterprise Campaign in the Schools, 1929-1949" (C. A. Moore); and (4) "The Assault on the Schoolsuse: Liberal Responses to the Educational Depression" (J. M. Wallace). The three papers in part 2, "Educational Developments in 19th Century American Education", present the moral instruction found in a children's magazine, the debate about the purpose of industrial education, and the growth of colleges in Massachusetts in 19th Century American Education", present the moral instruction found in a children's magazine, the debate about the purpose of industrial Education, and the growth of colleges in Massachusetts (A. Ta-rohkawa). In Part 3, "Studies in European Educational Micholophy. The titles for Part a are: (1) "Bottain and Panciast Educational Policy, 1936-1943" (A. De-Grand); (2) "Education in Liberal Italy: Prelude to Fascism?" (F. J. Coppa); and, (3) "An Alternative Approach to Homer's "Iliad" (R. H. Beck). The proceedings and the business meeting's minutes are included. (DJC)

ED 298 050 SO 019 255

Rutkowski, Edward, Ed.

Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (21st, Chicage, Illinois, October 23-26, 1985).

Midwest History of Education Society, Cedar Falls,

Pub Date—86 Note—131p.; For related documents, see SO 019

242-257.

Journal Cit.—Journal of the Midwest History of Education Society; v14 1986

Pub Type—Collected Works - Proceedings (021)—
Collected Works - Serials (022)

EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Access to Education, Children, Compulsory Education, Consolidated Schools, "Educational History, Elementary Secondary Education, Parent Background, Racial Discrimination, Parent Background, Racial Discrimination, Rural Schools, Sex Discrimination, Social Influences, Teaching Methods, Urban Schools
Identifiers—England, \*Immigration, \*Jesuits

Discrimination, Rural Schools, Sex Discrimination, Social Influences, Teaching Methods, Urban Schools
Identifiers—England, "Immigration, "Jesuits
The papers of this proceedings are presented in 5 parts. In part 1, "Education in Nineteenth Century Europe," the two papers describe the inception of the Ragged School Union in England and the educational opportunities in Naples. The titles are: The Ragged Schools of Victorian England and Their Contribution to Child Emigration" (T. J. Phillips and "Going to School in Early Nineteenth-Century Naples: The Youth of Francesco De Sanctis" (C. R. Wolf). Part 2, "Varieties of Quantitative History" contains three papers covering the conditions of Illinois common schools; the voluntary school attendance in Toledo (Ohio); and the occupational status of Scott High School (Ohio) male graduates, non-graduates, and their fathers. The titles are: "The Cost of Rural Schooling in Illinois in 1902" (W. Eaton); "Analysis of Manuacript Census Data for Fifteen- to Seventeen-Year-Olds in Toledo, Ohio, 1850-1900" (M. C. Grant); and, "Occupational Mobility in Graduates and Non-Graduates of an Urban High School, 1915-1925" (S. R. Snyder). "Gender and Culture in American Educational History" is the thems of part 3. Two papers describe the movement for equality in higher education by women and the education of the first generation of Americans of Mexican descent. The titles are: "Female Participation in the NEA, 1857-1912" (B. S. Handler) and "Social and Educational Influences Shaping the Mexican-American Mind: Some Tentaive Thoughts" (G. San Miguel, Ir.). Part 4, "Classical Ideas in Theory and Practice" corton and Quintilian" (J. J. Chamblis) and "Loyola and the Jesuits ducation and the Jesuit educational system. The two titles are: "Female Participation in the NEA, 1857-1912" (B. S. Handler) and "Social and Educational Influences Shaping the Mexican-American Mind: Some Tentaive Thoughts" (J. G. San Miguel, Ir.). Part 4, "Classical Ideas in Theory and Practice" corton and Quintilian" (J. J. C

SO 019 256

Rutkowski, Edward, Ed.

Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (22ad, Chicage, Illinois, October 24-23, 1986).

Midwest History of Education Society, Cedar Falls, IA

Pub Date Note Note-247p.; For related documents, see SO 019 242-257.

242-257.

Journal Cit—Journal of the Midwest History of Education Society; v15 1987

Pub Type—Collected Works - Proceedings (021)—
Collected Works - Serials (022)

EDRS Price - MF01/PC10 Plus Postage.
Descriptors—Administrative Policy, Administrator Attitudes, Adult Education, Catholics, Educational Change, Educational Development, \*Educational Change, Educational Development, \*Education, Public Education, \*Public Schools, Religious Education, Second Language Instruction, Social Change, Theory Practice Relationship, \*Urban Education, Veterinary Medicine, \*Womens Studies

Identifiers—Addams (Jane), Hungary, Indiana (Muncie), Italy, Jesuits, McAndrew (William),

\*Nineteenth Century, Ohio (Cincinnati), Ohio (Dayton), Owen (Robert), South Africa, Spain Presented in seven parts, titles in part 1 of these conference papers are: "The Uses of Educational History" (Eisele); "The Modern Assault on Public Schools" (Romainsh), and "Human Rights and Education" (Padavil). In part 2, the paper titles are: "Jane Addams' Hull-House" (Colky); "Educational Policy and Conflict in the Chicago Schools" (Smith), and "Working for Cincinnati's Public Schools, 1830-1900" (Bertaux). Part 3 titles are: "The Latin Question" (Everett) and "Mother Theodore Guerin and the Education of Sister-Teachers, 1840-1856" (Scatena). Part 4 titles are: "Education for the Poor in Ninteteenth Century Italy and Spain" (Wolf); "Modern Education and Social Change in the State of Kerals, India" (Thottupuram); and "The Memorandum of 1839" (Reagan). Part 5 "Schools for Scandal" (Perko) examines the Roman Catholic criticism of public schools from 1900 to 1940. In part 6, the titles are: "Veterinary Medicins from 1850 until 1890" (Lang); "Educational Engineering" (Scalander); "Spreading the Gospel' (Lakes); and "Blest Be the Tie that Blinds" (Stith). Part 7 discusses the history of the educationi system in Munice (Indiana) and the ideological perspectives for social reconstruction of Robert Owen and William MacClure's Plans for New Harmony, Indiana, 1824-1830" (Gutek). The conference keynote address "Chronology of the History of Institutional Pre-School Education in Hungary" (Vag), the program, the business meeting's minutes, and the directory of attendance are included. (DJC)

ED 298 052 SO 019 257

Rutkowski, Edward, Ed.

Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (23rd, Chicago, Illinois, November 5-7, 1967).

Midwest History of Education Society, Cedar Falls,

Pub Date

Note—233p.; For related documents, see SO 019 242-256.

242-256.

Journal Cit.—Journal of the Midwest History of Education Society; v16 1988

Pub Type— Collected Works - Proceedings (021)—
Collected Works - Serials (022)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Adult Literacy, College Curriculum, Deafness, \*Educational History, Educational Philosophy, Ethnic Studies, Government School Relationship, Historiography, Law Schools, \*Progressive Education, Religious Education, Single Sec Colleges, Social Change, Student Attrition, \*Teacher Education Programs, Urban Studies

es, Womens Education entifiers—Depression (Economic 1929), Normal

Identifiers—Depression (Economic 1929), Normal Schools
Presented in four parts, part 1 of these conference papers discusses the controversy over Michael Katr's analysis of votes in Beverly, Massachusetts; Cora Wilson Stewart's crusade for literacy in Kentucky; and the debate over deaf education between Edward Miner Gallaudet and Alexander Graham Bell. The titles are: "What the Katz/Vinovakis Desate Tells Us about the Limits of Quantitative History" (Angus); "The Dream of a Common Language" (Estee); and "The Oral-Manual Debate in Deaf Education" (Reagan). The four papers in part 2 discuss women's colleges in Delaware, New Jersey, and Rhode Island; Lester Frank Ward's educational program; the influences of Herbartianism; and the legislative reforms for education based on the Harper Report of Chicago. The titles are: "Women's Co-ordinate Colleges Amid Male Supremacy" (Taggart); "A Note Concerning Lester Frank Ward and Progressive Education" (Rutkowski); "U.S. Herbartianism at the State and Local Level" (Berry); and "Attempting School Reform in Turn of the Century Chicago" (Ginsberg). Part 3 discusses Iowa's teacher education program 100 years ago and today, the evolution of normal schools' curriculum, and the history of Litchfield (Connecticut) Law School. The titles are: "Assessing the Knowledge, Skills, and Professional Attitudes of New Teachers in Iowa, 1878-1887 and 1978-1987" (Kniker); "The Evolution of Teacher Training" (Scatena); and "The Origin of Professional Education" (Handler and Handler). In part 4, four papers discuss the comparison of grade attainment and ethnicity in Pittsburgh (Pennsylvanis), curricular efforts and social reconstructionism dur-

ing the Depression, the failure of the American Association for Adult Education, and the evangelical messages in the "Young People's Weekly". The titles are: "The Educational Experiences of Ethnic and American Students in the Pittsburgh Public Schools, 1911-1928" (Martin and Bickel); "Radical Politics" (James); "The Anti-Profession Profession" (Rose); and "The School in a Newspaper" (Townsend). The program and business meeting's minutes are included. (DJC)

ED 298 053

Purker, Franklin
Internationalizing Multicultural Education.
Pub Date—6 Jun 88

Note—12p.
Pub Type— Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.
Descriptora—Cultural Awareness, Cultural interrelationships, Curriculum Enrichment, Elementary Secondary Education, "Ethnic Groups, Ethnic Studies, "Global Approach, Immigrants, "Minority Groups, "Multicultural Educatioe, Social Studies
Studies, "Global Approach, Immigrants, "Minority Groups, "Multicultural Educatioe, Social Studies

ity Groups, \*Multicultural Education, Social Studies Identifiers—China, England, Israel, USSR As the population of ethnic groups rises through immigration in the United States and other developed countries, multicultural education, defined as the study of minorities, provides achoolchildren with the social, cultural, and political background of these groups. To stress the impact of these populations and the need for such studies, brief descriptions are included of the minority groups in China (Tibetans and Hui Muslims); England (East Indians, Pakistanis, Africans, and West Indians); Israel (Sephardic Jews, Israeli Arabs, Palestianis Arabs); Havaiians, Haka, Hapsanics, and Asian Americans); and Husten USSR (Ukranians, Belorussians, Tstars, Americans, and Georgians). (DJC)

SO 019 281

ED 298 054
Our Town Integrated Studies: A Resource.
North Carolina State Dept. of Public Education
Raleigh.; Regional Laboratory for Education
Improvement of the Northeast & Islands, Ande

ver, MA.

Pub Date—7 Aug 87

Note—138p.; Product of the Our Town Workshop held at Martin Community College (Williamston, NC, August 3-7, 1987).

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MP01/PC06 Plus Postage.

Descriptors—Community, "Community Study, Grade 4, Holistic Approach, Instructional Materials, "Integrated Curriculum," Intervinciplinary Approach, Instrumediate Grades, "Resource Materials, State Curriculum Guides, Unified Studies Curriculum

Approach, Intermediate Orades, "Resource Materials, State Curriculum Ouides, Unified Studies and Supervisors during a workshop which explored methods of integrating curriculum objectives from multiple instructional areas by using the community as both a resource and a subject of study and by introducing the concept of webbing, an open-ended planning process designed to emphasize relationships between ideas and subjects. Aample unit, "Melon Mania," illustrates how focusing on watermelons can be used to teach art, acience, social studies, language, media akills, seven units provide integrated curriculum suggestions for teaching about a community's animals, arts and recreation opportunities, government, transportation, geography, agriculture, and business and industry. Most of the units contain: (1) a goals and objectives web; (2) an activities web; (3) suggested integrated activities; and (4) selected resource materials. Appendices include information about: (1) integrating nutrition education in the fourth grade; (2) a fourth grade integrated learning center; (3) the 1-search paper concept; (4) how to conduct an interview; (5) the field trip experience. (6) simulation games; and (7) debate participation regulations. Charts and diagrams are included. (JHP)

ED 298 055
Smelser, Neil J., Ed. Gerstein, Dean R., Ed.
Behavioral and Social Science: Pifty Years of SO 019 284

Discovery.

stional Academy of Sciences - National Research
Council, Washington, DC. Commission on Be-havioral and Social Sciences and Education.

Spons Agency—National Science Foundation, Washington, D.C.
Report No.—ISBN-0-309-03588-0
Pub Date—86
Note—306p; Papers presented at a Symposium commemorating the 50th anniversary of the Og-burn Report, "Recent Social Trends in the United States" (Washington, DC, November 29-30, 1993).

States" (Washington, DC, November 29-30, 1983).

Available from—National Academy Press, 2101 Constitution Ave., N.W., Washington, DC 20418 (329.50).

Pub Type—Books (010) — Collected Works - General (020)

EDRS Price - MP01 Plus Postage. PC Not Available from EDRS.

Descriptors—Behaviora, "Behavioral Science Research, "Behavioral Sciences, Cognitive Processes, Comparative Analysis, Economic Change, Organizational Change, Research, Research Methodology, Social Change, Research, "Social Science Research, "Social Sciences Research, "Social Sciences Research, "Trend Analysis, Identifiers—Commemorative Publications, "Oghurn Report "Research Trends."

search, "Social Sciences, Statistical Analysis, "Trend Analysis Idrend Analysis Idrend Analysis Identifiers—Commemorative Publications, "Ogburn Report, "Research Trends This commemorative book contains 10 papers that provide a selective sample of behavioral and social science research accomplishments and trends over a 50-year period, and comparisons are made with research presented in the 1933 report, "Recent Social Trends in the United States" (The Ogburn Report). Four chapters in part 1, "Understanding Social Change", highlight advances in theories and methods devoted to social, organizational, and economic change", highlight advances in theories and methods devoted to social, organizational, and economic change. They include: (1) "The Ogburn Vision Fifty Years Later" (N. Smelser); (2)—"Measuring Social Change" (N. Essa, Jr.); (3) "Uncertainity, Diversity, and Organizational Change" (N. Hannan); and (4) "Macroeconomic Modeling and Forecasting" (L. Klein), Part 2, "Numbers and Decisionmaking", features the increasing use of quantitative concepts and data. It contains: (1) "Public Statistics and Democratic Politics" (K. Prewitt); (2) "Deterrence in Criminology and Social Policy" (H. Ross, G. LaFree); and (3) "Choices, Values, and Frames" (D. Kahneman, A. Tversky). Part 3, "Discovering the Mind at Work", explores the growth of the study of cognition and behavior in: (1) "Changing Views of Cognitive Competence in the Young" (R. Gelman, A. Brown); (2) "Some Developments in Research on Language Behavior" (M. Studdert-Kennedy); and (3) "Visual Perception of Real and Represented Objects and Events" (J. Hochberg). References are included. (JHP)

SO 019 285
The Impact of an International Education on College Acceptance and Career Development.
American Inst. for Foreign Study, Greenwich, Coun.

Pub Date Note-19

Coan.
Pub Date—88
Note—19p.
Pub Type—Numerical/Quantitative Data (110) —
Reports - Research (143)
EDRS Price - MFUI/PC0I Plus Postage.
Descriptors—\*Career Development, \*College Admission, Higher Education, Research Projects, Secondary Education, \*Skill Development, \*Study Abroad
Identifiers—\*Impact
The objective of this study was to provide information about the impact of study abroad on people who had completed the American Institute for Foreign Study's Overseas Learning Program between 1983-1983. The American Institute for Foreign Study contacted 7,500 participants of high school or college educational travel and study abroad during this period, Questions were designed to solicit past participants opinions concerning college interviewers' as employers' reactions in regard to study abroad and to determine what type of skills participants believe they developed while overseas. The programs in the study included: (1) high school educational travel; (2) high school students' foreign for the study in the study in the study in the complex summer programs; and (4) college academic year abroad. Each program is briefly described, and specific percentages are reported for college acceptance, employment, and skills' development data. The document provides selected quotations from educational representatives and survey respondents. Ninety-nine percent of the respondents recommend study shroad for high school and college students, and the study indicates that a period of international education contributed skills, traits, and experiences beneficial to college acceptance and career pursuits.

Graphs are included, and the survey is appended. (JHP)

ED 298 057 Levstik, Linda SO 019 286 2 pl

ED 298 057

Lessik, Linda S.
Conceptual Development in Social Studies.
Pub Date—30 Mar 88
Note—23p:, Paper presented at the Conference of the Association of American Publishers (Palm Beach, FL, March 29-30, 1988).
Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MP91/PO1 Plus Peetage.
Descriptors—Cognitive Development, Cognitive Processes, Cognitive Structures, "Concept Formation, Fundamental Concepts, Learning Processes, "Learning Readiness, "Social Studies This paper examines research studies that have concluded that elementary achool children can learn more difficult and abstract social studies curriculum. Research studies that focus on constraints on cognition, the use of embedded concepts, and understanding knowledge restructuring and acquisition and learning frameworks are cited in order to emphasize that if early learning does not occur, the optimum teaching opportunity for some concepts may pass, creating situations in which it becomes difficult for students to learn new ideas or to think critically about dot ones. Specific social studies concepts that research indicates children may be ready to learn are presented under the topics of: (1) social perspectives; (2) civic understandings. A 37-item bibliography is included. (JHP)

ED 298 058

SO 019 287

37-item bibliography is included. (JHP)

ED 298 058

Cole, Phyllis

Words and Things: Recovering the Experience of Women in the Emerson Family, 1700-1863. Worlden, paper No. 168.

Wellealey Coll., Mass. Center for Research on Worsen.

Pub Date—86

Note—67p.; Illustrations will not reproduce clearly. Pub Type—Historical Materials (060)

EDRS Price - MF01 Plus Postage, PC Net Available from EDRS.

Descriptors—Church Role, Cultural Influences, Diaries, Family Characteristics, \*Family History, Family Influence, Family Relationship, \*Females, Genealogy, Home Purnishings, Postsecondary, Education, \*Religious, Religious Factors, \*Social History, Traditionalism, \*Womens Studies Identifiers—Eighteenth Century, \*Emerson (Mary Moody), \*Massachusetts, Nineteenth Century Based on the diary of Mary Moody Emerson (1771-1863), which was discovered in the Houghton Library at Harvard University among the Emerson family papers, as well as on hundreds of her letters and other records, the lives of five generations of women within the Emerson ministerial dynasty are recovered, and their religious and family experiences are reconstructed. The first of the papers four parts details the diary's discovery and its history and outlines the methodology for the examination process. In part 2, the women's spirituality is traced through the viewing of such visual objects as gravestones, portraits, household furnishings, and emblematic keepsakes. The religious influence of the Emerson patriarchs on the women's spirituality is traced through the viewing of such visual objects as gravestones, portraits, household furnishings, and emblematic keepsakes. The religious influence of the Emerson patriarchs on the women's spirituality is traced through the viewing of such visual objects used in part 2. Part 4 is a biography of Mary's life constructed within the religious and family traditions found in parts 2 and 3. A genealogy of the Emerson family and 14 pages of photographs are included. (DIC)

ED 298 059

CD 019 288

CD 019 288

ED 298 059 SO 019 28 Canadian Studies: Geography. A Report for Educa-SO 019 288

canasian object of Education, Toronto. Program tors.
Ontario Dept. of Education, Toronto. Program plementation and Review Branch.
Report No.—88-132
Pub Date—May 88
Note—177p.
Pub Type—Numerical/Quantitative Data (110) —
Reports - Research (143)
EDRS Price - MF01/PC08 Plus Postage.

Descriptors—"Academic Achievement, Curriculum Development, "Curriculum Evaluation, Educational Research, Foreign Countries, "Geography, "Geography Instruction, "Frogram Effectiveness, Research Projects, Secondary Education, Social Studies Identifiers—Canada, "Canadian Studies, "Ontario An Ontario (Canada) provincial review of geography instruction was undertaken to: (1) determine student achievement levels and program effectiveness; (2) identify implementation strategies for a compulsory course, entitled "Canadian Studies Geography"; and (3) pilot test a new review model designed to analyze intended, implemented, and stained curriculum goals. The review examined courses of study and teachers' responses about their backgrounds, qualifications, and teaching methods. Information was provided by students detailing their attitudes about geography and geography instruction, and student achievement levels were measured. The population represented a cross-section of Ontario, and the study included courses in French and English. Specific information is provided about: (1) participation rates; (2) geography curricula; (3) teachers; (4) instruction; (5) resources; (6) teaching strategies; (7) evaluation techniques; (and (8) time spent on specific skills' instruction. Information concerning the review's structure and 18 statistical or test-related appendices are included, along with 16 graphs, 6 charts, and 21 tables. (JHP) bles. (JHP)

ED 298 060 SO 019 289

Farris, Catherine S.
The Gender of Child Discourse: Sex Roles and
Communicative Styles at a Taiwanese Kindergar-

ub Date-27 Mar 88

Pub Date—27 Mar 38
Note—50p.; Paper presented at the Annual Meeting of the Association for Asian Studies (San Francisco, CA, March 25-27, 1988). Derived from "Language and Sex Role Acquisition in a Taiwanese Kindergarten: A Semiotic Analysis", (unpublished Ph.D. dissertation) by Catherine S.

Taiwanese Kindergarten: A Semiotic Analysis", (unpublished Ph.D. dissertation) by Catherine S. Farris.

Pab Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDBS Price - MPBI/PC02 Plus Pestage.

Descriptors—Child Language, "Chinese Culture, Communication Research, Discourse Analysis, Early Childhood Education, Foreign Countries, Kindergarten, "Kindergarten Children, Language Yacquisition, Language Patterns, Language Styles, Language Usage, "Language Variation, Semiotics, Sex, "Sex Role, "Sexual Identity Identifiers—"Social Roles, "Taiwan (Taipei)

This research study explores how sex role identity is related to the learning of communication and socialization processes in a Taiwanese kindergarten. The study hypothesized that undifferentiated baby-style verbal and nonverbal communication patterns are superceded with styles that become increasingly gender-linked, and language is viewed as a primary means by which children are socialized into gender roles and identities. This paper identifies related language and gender research studies and describes a specific study completed in Taipei (Taiwan) in 1944. Gender linked differences are illustrated in printed excerpts from two recorded children's dialogues. Results indicate that a patriarchical social order continues to exist in urban Taiwan. Gender roles that advocate unequality between the saxes are learned as part of verbal and nonverbal communication patterns, and children acquire and practice gendered meanings that indicate a developing understanding of their proper places in the larger social order. Tables and a 30-item bibliography are included. (JHP)

ED 298 061
Interpretations: A Student Journal of Historical Writings, 1988.
Oak Park. River Forest High School, Oak Park, River Forest High School, Oak Park, Ill. Pub Date—May 88
Note—74p; Some pages may not reproduce clearly. Journal Cit—Interpretations; v1 1988
Pub Type— Collected Works - General (020) — Collected Works - Serials (022)
EDRS Price - MP01/PC03 Place Postage.
Descriptors—High Schools, High School Students, "History, Social Studies, Student Projects, "Student Projects,

(1) "To the Mayan Ruins at Chichen-Itza, Mexico" (W. McClure); (2) "Corruption in Collegiate Athletics and How It Damages the Student Athlete's Education" (D. Armstrong); (3) "The Presence of Evil in the World" (J. Lemley); (4) "Epidemics and Society: The Plague, AIDS and Their Implications" (L. Bolchert and others); (5) "The West, Islam, and the Crusader Mentality" (B. Laffler); (6) "On Governmental Legitimacy" (L. Jacob); (7) "The Emerging Nation State in Central Europe: Conservative Diplomacy in German Civil War and Italian Risorgimento" (B. Perman); (8) "We Are Not Russians: A Plea for Baltic Independence" (K. Christmas; M. Duda); (9) "Are All Revolutions the Same?" (C. Nelson); (10) A review of "The Progressive Era and the Reform Tradition" by Dewey Grantham (B. Archergy; (11) "Some Quotes on History"; (12) "Abolitionist Tactical Thinking as Seen through Means and Ends in American Abolitionism" (S. Ostertag); (13) "The Child" (M. Farruggia); (14) "Images and Realism in The Great Gatsby" (B. Donovan); (15) "Leonardo Da Vinci (1452-1519)" (S. Hoisington); (16) "Victors' Justice? The Tokyo War Crimes Trial" (S. Smith); (17) "World War II Headlines: Clippings in a Cardboard Box" (A. Bowen); and (18) "Death: Realizing One's Own Mortality" (K. Bolonik). (JHP)

SO 019 292 ED 298 062 Foundations of American Citizenship: New Direc-tions for Education. Council of Chief State School Officers, Washington,

D.C

Spons Agency—Fund for the Improvement of Post-accondary Education (ED), Washington, DC.; John M. Olin Foundation, Inc., Alton, Ill. Pub Date-Jan 88

secondary Education (ED), Washington, DC;
John M. Olin Foundation, Inc., Alton, Ill.
Pub Date—Jan 88
Note—184p.
Available from—Council of Chief State School Officers, 379 Hall of the States, 400 North Capitol Street, N. W., Washington, DC 20001.
Pub Type—Guides - Classroom - Teacher (052) —
Guides - Classroom - Learner (051)
EDRS Price - MP01 Plus Postage, PC Not Available from EDRS.
Descriptors—Citizen Participation, "Citizenship, "Citizenship Education, "Course Content, "Course Descriptions, Curriculum Guides, Higher Education, "Humanities Instruction, Instructional Materials, Models, Primary Source, Resource Units, Social Studies, Teacher Developed Materials, "Teacher Education Curriculum, Teaching Guides, Units of Study
Seven model curriculum syllabi, designed by teachers for use in teacher education classes, feature the use of primary sources and informed personal judgement in teaching humanities based citizenship education courses. "Education and the Changing Meaning of American Citizenship (B. McClellan) explores how and to what degree U.S. educators have directed U.S. education. "Social meanings of U.S. Citizenship, 1865-1925" (N. Cott) addresses the changing meaning of and participation in U.S. citizenship during these years, while "Individualism and the Common Good in the United States" (D. Grimstead) describes U.S. values and practices in relation to individualism versus what is good for all people. "The Ethics of Good Citizenship" (R. Tong) diacuses specific U.S. citizenship and Secondary Materials" (K. Hall) describes minorities' struggles to obtain citizenship. "Citizenship and Constitutionalism" (C. Schutz) offers an haistorical approach to the rise of constitutionalism, and "Principles of Citizenship, Historical describes to obtain citizenship. Historical sproomer readings. Some syllabi provide discussion question

ED 298 063 SO 019 2 Martin Luther King, Jr. Teacher's Resource Man SO 019 299

ual. Connecticut State Dept. of Education, Hartford.

Pub Date—88
Note—679.
Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MPDI/PC03 Plus Postaga.
Descriptors—"Black Leadership, "Civil Libertiea,
"Civil Rights, Elementary Secondary Education,
Instructional Materials, Resource Materials, Resource Units, Social Studies, Speeches, State Curriculum Guides, Units of Study
Identifiers—"King (Martin Luther Jr)

This Connecticut teachers' manual on Martin Luther King, Jr. includes: (1) teacher background information; (2) five excerpts from King's speeches; (3) four themes for lesson plans; and (4) sample lesson plans. The teacher's background information provides biographical sketches of King and his precursors. The five speeches reproduced here are "I've Been to the Mountaintop" (1968), "I'l Have a Dream" (1963), "Nobel Prize Acceptance Speech" (1964), "The Drum Major Instinct" (1968), and "Letter from Birmingham Jail" (1963). There are four lesson plan themes on equality, freedom and justice, peace, and civic participation. Each lesson plan is presented at the elementary, intermediate, and secondary level and includes an introduction, objectives, materials needed, procedure for presentation, and suggested additional activities. This manual also contains a timeline on King and the modern civil rights movement, a play entitled "The Decision: Dr. Martin Luther King, Jr." by Cynthis Mathews, and a 19-item resource list. (DJC)

ED 298 064

SO 019 303

ED 298 064

SO 019 303

Sciter, Carl

Educational Reform or National Survival: Take
Your Pick.

Pub Date—6 Nov 87

Note—13p.; Paper presented at the Annual Meeting of the American Educational Studies Association (Chicago, IL, November 6, 1987).

Pub Type—Speeches/Meeting Papers (150) —
Opinion Papers (120)

EDRS Price - MP01/PC01 Plus Pustage.

Descriptors—Educational Change, "Educational Finance, Federal Government, Federal Programs, National Security, Social Attitudes, "Social Change, Social Environment, "Social Problems Identifiers—Society
In response to the Holmes and Carnegie reports that call for educational reforms in the teaching profession, this paper argues that the financial support for these future reforms will be diverted to fund the research to combat the emerging national crises that ultimately will threaten national security. Describing the emerging crises in this paper as being internal threats of significant magnitude, they are: (1) the prospective food shortage; (2) the energy shortage; (3) the greenhouse effect; (4) the cost of AIDS. In addition, other crises are listed as being additional financial drains on the funds that would be used for educational reforms. To fight these crises and to prevent future crises, a societal transformation is required. However, research on U.S. society reveals that citizens are unwilling to give up their material-sitch habits and have little interest in the self-denial or austerity that are needed to bring about this transformation. The admonition to U.S. society is then to live more simply, to preserve natural resources, and to build a new image for the future.

(DJC)

ED 298 065 SO 019 309 Grade 12 Diploma Examination: Social Studies 30. Alberta Dept. of Education, Edmonton. Pub Date—Jan 88

Grade 12 Diploma Examination: Social Studies 30.
Alberta Dept. of Education, Edmonton.
Pub Date—Jan 88
Note—Jan 88
Note—Jan 88
Note—Jan 88
Note—Jan 88
Note—Jan 88
Note—Salve Tests/Questionnaires (160) — Guides
- Non-Classroom (055)
Pub Type— Tests/Questionnaires (160) — Guides
- Non-Classroom (055)
Descriptors—Achievement Tests, Essay Tests, Forcign Countries, Grade 12, High Schools, Multiple
Choice Tests, \*Social Studies, Writing Evaluation Identifiers—Alberta
The Alberta Canada Social Studies examination for grade 12 contains 70 multiple choice questions and two essay questions. The multiple choice questions and two essay questions. The multiple choice questions cover political ideologies, economics, world egography, world history, and current events. The questions are often related to political cartoons, charts, maps or a series of quotations reproduced before the corresponding question(s). The essays are on two different topics, and only one topic is to be chosen and written in the space provided. (Dic)

ED 298 066 Morgan, Jack C. The Relationship SO 019 40
Morgan, Jack C. Banassak, Ronald A.
The Relationship between Economics and Civics in
Economic Textbooks and Civics Carrientum
Guides. SO 019 460

Sunes.

Spons Agency—Foundation for Teaching Economics, San Francisco, Calif.

Pub Date—Apr 88

Note—31p.; Paper presented at the Annual Meet-

ing of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
Pub Type—Reports - Research (143)—Speeches/-Meeting Papers (150)
EDRS Price - MF91/PC02 Plus Postage.
Descriptors—Civics, \*Content Analysis, \*Curriculum Guides, \*Economics, Economics Education, Educational Research, Instruction, \*Integrated Activities, Material Development, Research Projects, Secondary Education, Social Studies, State Curriculum Guides, \*Teathook Content, Textbooks, \*Textbooks, \*State Curriculum Guides, \*Teathooks and the economics content in 25 state and local civics curriculum guides in order to determine integration patterns. The report also contains information about potential content integration topics, appropriate teaching strategies, and implications for materials development. Integrated economics and civics curriculum suggestions include: (1) tracing economic, political, and social roles of young adults; (2) using decision-making models; (3) adapting a chronological or topical teaching approach within the context of U.S. economic and political history; (4) using case studies that relate economics to civics; (5) actively involving students in a study of their community, state, or the United States; and (6) developing ecurriculum around a few specific themes. Appendices include: (1) a bibliography of the analyzed economics textbooks; (2) the economics textbook and the civics curriculum guides were analyzed. Nine tables are included. (JHP)

ED 298 067 SO 019 535

To Survey American Crafts: A Planning Study. Research Division Report #2. Mathematica Policy Research, Washington, DC.; National Endowment for the Arts, Washington,

National Endowment for the Arts, Washington, DC. Research Div.
Pub Date—Aug 79
Note—32p.; Summarized from "To Survey American Crafts: A Planning Study" by Diana Zentay,

Available from—Publishing Center for Cultural Resources, 152 West 42nd St., New York, NY 10036 (\$2.50).

(\$2.50).
Pub Type— Reports - Descriptive (141)
EDRS Price - MP91/PC02 Plus Postage.
Descriptors—Classification, "Craft Workers, Data
Collection, Data Interpretation, Demography,
Geographic Distribution, "Handicrafts, "National
Surveys, "Occupational Surveys, "Planning, Research Projects.
The nurses of this planning study about confusion

search Projects

The purpose of this planning study about crafts in the United States is to provide preliminary data and information prior to a national crafts' survey by the National Endowment of the Arts. This study reports on: (1) the preparation of a systematic classification of U.S. crafts; (2) attempts to group and classify crafts people and their organizations into a system; (3) estimates of the number of crafts people and crafts organizations; (4) geographical distribution of crafts people; and (3) suggestions about survey approaches, methods, and costs. The document reviews data from other surveys and craft-related directories in order to develop recommendations reviews data from other surveys and craft-related directories in order to develop recommendations concerning the study of professional crafts people and craft organizations. The recommendations include suggestions that: (1) each component of the craft profession be studied as a separate research problem; (2) craft organizations be surveyed by mail as a first research priority; (3) craft organization membership rolls be used as the main sources of obtaining a crafts peoples interview sample; (4) professional crafts people be among the first components studied; and (5) an initial survey be undertaken to develop a broad descriptive picture of U.S. crafts people, followed by more detailed questionnaires concerning specific areas or groups. Tables and a list of U.S. Census Bureau regions and divisions are included. (JHP)

ED 298 068

Understanding the Employment of Actors. Research Division Report #3.

National Endowment for the Arts, Washington, DC. Research Div.

Pub Date—Jun 83

Note—37p; Summarized from "The Statistical Data Sets of Actors' Equity Association: A Descriptive Analysis with Recommendations for Research into the State of the American Theater" by Phillin II Basis and Ida Boxis. Philip H. Ennis and John Bonin.

Available from—Publishing Center for Cultural Resources, 625 Broadway, New York, NY 10012 (\$3.50).

(53.50).

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—"Acting Data Interpretation, "Employment, "Employment Opportunities, Employment Statistics, "Income, Occupations, Research Identifiers—Actors Equity
Focusing on Activities."

Projects, "Unemployment Identifiers—Actors Equity
Focusing on actors' employment problems, part 1
of this report describes data collected by Actor's
Equity primarily in terms of: (1) membership files;
(2) the organization's contract department; (3) pension and welfare funds; and (4) employment statistics. Part 2 analyzes these data sets in relation to
employment, unemployment, risk factors for thesirical productions and individual actors, and the
shifting and ambiguous boundaries between commercial and non-profit theater. Part 3 recommends
research projects in the areas of: (1) actors' employment, unemployment, and income; (2) actors and
agents' responses to uncertainties, risks, and contractual decision-making; and (3) actors' relationships to and movements between different theatrical
arts-related activities and the social and economic
processes that shape exchanges and competitions
between these organizations. An appendix describes
20 types of equity contracts, and tables and figures
are included. (JHP)

ED 298 069 SO 019 537

Ellis, Diane Where Artists Live: 1970. Research Division Re-

port #5.
National Data Use and Access Labs., Inc., Arlington, Va.; National Endowment for the Arts, Washington, DC. Research Div.
Pub Date—Oct 77
Note—\$3p.
Pub Type— Reports - Research (143)
EDRS Price - MF9L/PC04 Plus Postage.
Descriptors—"Artists, "Census Figures, Demography, Employment Patterns, "Geographic Distribution, Geographic Location, Place of Residence, "Population Distribution, Research Projects, "Residential Patterns
Based on 1970 U.S. Census data, this report notes that there were 500,000 persons employed during

\*Residential Patterns
Based on 1970 U.S. Census data, this report notes
that there were \$00,000 persons employed during
that year as a trists who performed as actors, architects, authors, designers, musicians and composers,
painters and sculptors, photographers, radio and teievision announcers, and in other arts-related fields.
Part 1 provides a summary and analysis of the geographic distribution of employed artists, while part
2 specifically describes the principal residential
characteristics of each of the major artist occupations, identifying where people in each field were
concentrated in terms of total numbers in a community and in proportion to an area's general population of employed persons. Part 3 describes the
relative size of each state's and the District of Columbia's employed artist population. It identifies
which types of artists were predominant, how the
states compared with each other in the employment
of artists, and states' urban areas that had large concentrations of working artists. An appendix procentrations of working artists. An appendix provides 33 tables of demographic data, and other tables, figures, and maps are included. (JHP)

SO 019 538

ED 298 070 SO 019 538
Cwi, David Lyall, Katherine
Economic Impacts of Arts and Cultural Institutions: A Model for Assessment and a Case Study
in Baltimore. Research Division Report #6.
Johns Hopkins Univ., Baltimore, Md. Center for
Metropolitan Planning and Research; National
Endowment for the Arts, Washington, DC. Repack Div.
Pub Date—Nov 77
Note—110e.

Note-110p.

Note—110p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—\*Art Activities, Case Studies, Community, \*Community Benefits, \*Cultural Activities, \*Economic (Mathematics), \*Models, Research Projects Identifiers—Assessment Instruments, \*Economic Impact, Beonomic Imfluences, \*Maryland (Baltimore, Seconomic Maryland)

Identiners—Assessment Impact, Economic Influences, "Maryland (Baltimore)
This research project attempts to determine the economic effects of arts activities and cultural institutions on a local community (Baltimore, Maryland). This document contains an economic impact model that uses 30 equations to determine direct and secondary effects on businesses, government,

and individuals and a case study of the model in-volving eight Baltimore arts-related institutions. Section 1 describes the model's structure and strengths, and section 2 provides an overview of the Baltimore economy and arts community. Section 3 summarizes the results of the quantitative calculations for Baltimore and discusses the role of the arts in this city's economic development and executive recruitment, while section 4 provides tables of recruitment, while section 4 provides tables of Baltimore arts-related economic data for 1976. Section 5 describes a detailed user's manual that explains the model and its applications. Appendices include: (1) a guide to model and data sources; (2) a description of multiplier and secondary effects; (3) the employee survey; (4) a discussion about audience survey; (5) methods of identifying full-time and full-time equivalent employees; and (6) equation changes required when data represents multi-institutions or multi-jurisdiction. Tables and equations are included. (JHP)

ED 298 071

SO 019 539

Simmons, Joan

Immons, Joan

State Arts Agencies in 1974: All Present and Accounted For. Research Division Report #8.

National Endowment for the Arts, Washington, DC. Research Div.

Pub Date—Aug 79

Note—161p; Some material is summarized from "State Arts Councils" by Joseph Farrell and oth-

available from—Publishing Center for Cultural Resources, 152 West 42nd St., New York, NY 10036 (\$4.50).

(34.50).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC07 Plus Pestage.

Descriptors—"Agency Role, "Art, Data Interpretation, "Financial Support, National Surveys, Research, "State Agencies, Statistical Analysis

Dedicated to describing all U.S. states" and territories' arts agencies at the close of 1974, this research report complies and analyzes information about their: (1) structure, management, organization, and relationships with other groups and organizations; (2) functions and practices; and (3) receipts and expenditures. State governing councils and commissions, agency staffs, and associated staffs, are described, along with: (1) executive responsibilities; (2) administrative costs; (3) state budgets; (4) intrastate relationships; (5) community councils; (6) citizen advocates, and (7) regional relationships. State art agencies' functions are examined councils; (6) citizen advocates; and (7) regional relationships. State art agencies' functions are examined in terms of program emphases, priorities, activities, grant-making, and target audiences. Funding is analyzed in relation to: (1) sources of agency, public, and private funds; (2) matching funds; (3) project funds and expenditures; (4) direct and indirect receipts; (5) primary receipts by art form; (6) project expenditures by activity type; and (7) project funding continuity. A projected outlook, 51 tables, and a directory of states' and territories' arts agencies are included. (JHP)

ED 298 072 SO 019 555
Risinger, C. Frederick
Teaching about Religion in the Social Studies.
ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Sci-

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-SO-88-7

Pub Date—Aug 88
Contract—R188062009

Note—49.

Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805

East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47405.

Pub Type — Information Analyses - ERIC Informa-tion Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Controversial Issues (Course Content), Cultural Awareness, Curriculum Enrichment, Instructional Materials, Religion, Religious Education, Religious Factors, Secondary Education, Social Studies Recently, there has been a movement to put religion and its influence on history back into the social studies curriculum. This ERIC Digest discusses: (1) reasons for including religion in the curriculum; (2) how religion is currently treated in the school curriculum; (2) guidelines for teaching religion in the classroom; and (4) resources available to implement in the curriculum. Religion is an active force in to-

day's world, and for students to understand U.S. history and culture and the schisms in Ireland, the Middle Bast, and Afghanistan, for example, a thorough comprehension of religion is necessary. Citing the Supreme Court decisions written on Engle v. Vitale (1962) and Abington v. Schempp (1963) to support religion as an integral part of the curriculum, teachers, administrators, and achoolboards are cited as barriers in their efforts to avoid controversy within the community. However, if guidelines are established, teaching religion can be included in the curriculum without public outery. Some guidelines include the study of religion without practicing, imposing viewpoints, or converting to any particular religion and the infusion of accepted methods and materials while providing a balanced understanding of culture, society, and religion. Resources are available to aid teachers in teaching about religion while taxiying with the U.S. Supreme Court guidelines. An 11-item reference and ERIC resource list is included. (DIC)

ED 298 073

Heath. Phillip A.
Science/Technology/Society in the Social Studies.
ERIC Digest.

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-88-8
Pub Date—Sep 88
Contract—R188062009
Note—4n.

Pub Date—Sep 88
Contract—R188062009
Note—4p.
Available from—ERIC Clearinghouse for Social
Studies/Social Science Education, 2805 East
Tenth Street, Suite 120, Indiana University, Bloomington, 11 v 47405.
Pub Type—Information Analyses—ERIC Information Analysis Products (071)
EDRS Price—MF01/PC01 Plus Postage.
Descriptors—Citizenship Education, Civics, Critical Thinking, Curriculum Enrichment, Elementary Secondary Education, "Public Affairs
Education, "Science and Society, "Social Studies,
Technological Literacy
Identifiers—ERIC Digests
The current trend to include the relationships of
science and technology to human societies in the
social studies curriculum is the focus of this ERIC
Digest. The Digest discusses: (1) major themes in
education on science/technology/society (STS); (2)
the rationale for emphasizing STS in the social studies, and (3) how to include STS in the curriculum.
The major themes of STS suggest the compatability
of STS with social studies and include worldwide
issues such as nuclear power, genetic engineering,
and unchecked promulation strowth Critical thinking of STS with social studies and include worldwide issues such as nuclear power, genetic engineering, and unchecked population growth. Critical thinking skills for making rational decisions about these issues are described as are participation skills in civicaction projects. The rationale for the inclusion of STS in the curriculum stresses the need to develop capabilities of synthesizing and applying knowledge from many academic disciplines. STS can be incorporated into the social studies curriculum by infusion into an existing history, geography, or civics course, extending an existing unit of study to include an activity based on a STS issue, or creating a separate course of study that focuses on current a separate course of study that focuses on current social problems and issues. A 10-item reference and ERIC resources list is included. (DJC)

SO 019 575

ED 298 074 SO 019 5 Schenk, Robert E. Economics: An Analysis of Unintended Cons-quences. Volume 1: Introduction to Microsco-

essences. Volume 1: Introduction to Microecomonates.
Pub Date.—88
Note.—252p.; For volume 2, see SO 019 576.
Pub Type.—Guides - Classroom - Learner (051) —
Guides - Classroom - Teacher (052)
EDRS Price - MP01/PC11 Plus Postage.
Descriptors—Course Content, Curriculum Guides,
"Economics, "Economics Education, High
Schools, Instructional Materials, Monetary Systems, Social Studies
Identifiers—"Economic Theory, "Microeconomics
This curriculum guide introduces high school students to the basic principles of microeconomics.
Chapter 1 provides a basic definition of economics,
while chapter 2 introduces a number of important
for unintended or unexpected consequences of decision-making. Chapter 3 considers how individual
motives and group results are related, and a model
of supply and demand is described in chapter 4.

Chapters 5-16 present: (1) elasticity and revue; (2) rationing and allocating; (3) the logic of choice; (4) maximizing behavior; (5) the business firm and its constraints; (6) maximizing profit; (7) efficiency; (8) problems of information, risk, and exclusion; (9) the government and economic efficiency; (10) problems in resource markets; (11) monopoly and efficiency; and (12) transport costs. Tables and charts are included. (JHP)

SO 019 576

ED 298 075 Schenk, Robert E. Economics: An Analysis of Unintended Conse-quences. Volume 2: Introduction to Macroeco-nomics.

Pub Date-88

nomics.
Pub Date—88
Note—248p.; For volume 1, see SO 019 575.
Pub Type—Guides - Classroom - Learner (051) —
Guides - Classroom - Learner (051) —
Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors—Banking, Business Cycles, Course
Content, Curriculum Guides, \*Economics, \*Economics Education, High Schools, Instructional
Materials, Monetary Systems, Social Studies
Identifiers—Teconomic Theory, \*Macroeconomics
This curriculum guide emphasizes that economics
is a method of thought or analysis and highlights the
teaching of macroeconomic concepts that economic one
conomics, economic actions and their results, individual and group relationships, and supply and demand principles are reviewed. Macroeconomic
concepts that are introduced include: (1) economic
catastrophes; (2) measuring economic aggregates;
(3) economic interrelationships; (4) financial markets; (5) money; (6) banking; (7) business cycles; (8)
income and expenditures; (9) the labor market; (10)
economic synthesis; (11) feedback problems; and
(12) the government and economic policy. Tables
and charts are included. (JHP)

ED 298 076

SO 019 597

ED 298 076 SO 019 597

Putrick, John J.

Teaching the Bill of Rights. ERIC Digest.

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-SO-88-9

Pub Date—Oct 38

Contract—R188062009

Note—40.

Note—49.

Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47405.

mington, IN 47405.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF91/PC01 Plus Postage.

Descriptors—Adults, 'Citizenship Education, Civics, 'Civil Liberties, Civil Rights Legislation, Civical Thinking, Curriculum Enrichment,
'Educational Assessment, Elementary Secondary
Education, Law Related Education, 'National
Surveys, 'Political Attitudes, School Surveys,
Secondary School Students, Social Studies
Identifiers—Amendments, 'Bill of Rights, Constitutional Processes, ERIC Digests, 'United States
Constitution

tutional Processes, ERIC Digests, "United States Constitution
This ERIC Digest on teaching about the Bill of Rights in the schools examines the status, the deficiencies, and means to improve citizenship education. Currently, the Bill of Rights is taught at least four times during the elementary and secondary grades. Constitutional rights and liberties are stressed in K-12 curriculum goals for social studies guides published by local school districts, state departments of education, and the National Assessment for Educational Progress. A thorough understanding of the Bill of Rights is necessary for responsible citizenship, but a variety of surveys of U.S. adults and high school students revealed that they are not retaining important knowledge, values, and attitudes about constitutional inghts and liberties and rights. (3) miscanderstanding of the federal judiciary's role in regard to Bill of Rights issues; and (4) inability to rationally non-derstanding of the federal judiciary's role in regard to Bill of Rights issues; and (4) inability to rationally non-derstanding of the federal judiciary's role in regard to Bill of Rights issues; and (4) inability to rationally process, the Digest suggests? (1) teaching core concepts systemstically through a rule-example-application strategy; (2) using case studies to teach skills in analyzing and judgment; and (3) establishing and maintaining an open classroom environment so that issues can be discussed. A 15-item

reference and ERIC resources list is included.

ED 298 077

The Preservice Challenge: Discipline-Based Art
Education and Recent Reports on Higher Education: Seminar Proceedings (Snowbird, Utah, August 5-15, 1967). SO 019 619

The Preservice Challenge: Discipline-Based Art Education and Recent Reports on Higher Education: Seminar Proceedings (Snowbird, Utak, August 8-15, 1987).

Getty Center for Education in the Arts, Los Angeles, CA.

Report No.—ISBN-0-89236-144-1

Pub Date—88

Note—233p; Seminar proceedings prepared by Keens Company, New York, NY.

Available from—J. Paul Getty Trust, J. Paul Getty Book Distribution Center, P.O. Box 2112, Santa Monica, CA 90406 (\$12.00).

Pub Type—Collected Works - Proceedings (021) EDRS Price - MF91/PC10 Plus Postage.

Descriptors—Art, \*Art Education, Art Teachers, Course Content, Course Objectives, Carriculum Development, Educational Change, \*Educational Improvement, "Higher Education, \*Preservice Teacher Education, Program Content, Seminars Identifiers—"Discipline Based Art Education Responding to a need to strengthen preservice teacher art education (DBAE), this seminar was held to discuss major issues relating to changes in these programs and to formulate plans for revising preservice education courses. These proceedings include both the full-text and summaries of: (1) "The Importance of the Arts in Undergraduate Education" (K. Cohen, And Others); (3) "Potential Impact of Recent National Reports on Preservice Art Education" (K. Cohen, And Others); (3) "Potential Impact of Recent National Reports on Preservice Art Education" (K. Cohen, And Others); (3) "Problems and Issues in Teacher Credentialing" (T. Ferreira; and Others); and (8) "The Interrelationship between Preservice and (1) "Hy You Had No Constraints, How Would You Design the Ideal Perservice Program for Art Teachers and Specialists" (P. Bolin; And Others) and Summaries of anali group discussions included: (1) "If You Had No Constraints, How Would You Design the Ideal Perservice Program for Art Teachers and Specialists" (P. Wolfath Art Education and Discipline Faculty Profitably Interact?" The conference program of a Service Program for Art Teachers and Specialists" (P. What Are the Concerns that Arise from the Presentations on the Natio

## SP

SP 029 061

ED 298 078

Kottkamp, Robert R. And Others

Teacher Ethnicity: Relationships with Teaching
Rewards and Incentives.

Spons Agency—Office of Educational Research
and Improvement (ED), Washington, DC.

Pub Date—Mar 87
Contract—ERI-P-86-3091

Note—599.

Pub Type—Reports - Research (143)
EDRS Price - MP61/PC03 Plus Poetage.
Descriptors—Black Teachers, Cubans, Elementary
Secondary Education, "Ethnicity," Incentives,
Interprofessional Relationship, "Racial Differences," Teacher Attitudes, "Teacher Characteristics, Teacher Student Relationship, Whites
Survey data collected from 2,718 Dade County

(Florida) public school teachers were analyzed to

(Florida) public school teachers were analyzed to (Florida) public school teachers were analyzed to determine the relationship between teacher ethnic identity and patterns of perceived work rewards and incentives. Anglo, Black, and Cuban teachers were included in the survey. Results indicated that patterns of differences existed among the teacher other groups. Black teachers were somewhat more satisfied with their jobs, schools, and principals than Anglo teachers. Intrinsic rewards related to "reaching" students were primary for all ethnic g. oups, but Black teachers perceived these at higher rates than Anglos. Differences existed in orientation toward individuals in authority positions and colleagues. There were few ethnic differences in perceptions of financial rewards and incentives. Considerable mismatch was found between the types of students teachers from all ethnic groups wanted to teach and the students they actually taught. Implications for policymakers on incentives and on potential re-sponses to various models of educational reform are discussed and policy recommendations for recruit-ment and retention are offered. (Author/CB)

ED 298 079 SP 029 895

ED 239 1/7

A Compandium of Innovative Teacher Education Projects.
NETWORK, Inc., Andover, MA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Dec 87
Contract—400-86-0022

and Improvement (ED), Washington, DC.
Pub Date—Dec 87
Contract—400-86-0022
Note—70p.
Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PCB Plus Pustaga.
Descriptors—Beginning Teachers, \*College School
Cooperation, Demonstration Programs, Higher
Education, "Improvement Programs, Preservice
Teacher Education, "Program Content, Programs
Evaluation, "Research Utilization, "Teacher Education Programs
This compendium provides information about 29
three-year teacher education projects, funded by the
Department of Education in 1985. The projects
seek to demonstrate that research utilization and
sound practice can improve the preparation of
reachers. The projects were developed and are operating collaboratively with local schools. Each has a
documentation and assessment component that
serves to measure program implementation and outcomes. Each entry in the compendium provides
common information about the project: (1) level of
schooling; (2) program length; (3) program focus;
(4) program orientation; (7) target group; (8) primary
research base; (9) program content; (10) instructional processes; (11) features of the project's work within the university; (13) intended
outcomes; (14) products; and (15) contact person.
The report is divided into five sections reflecting the
scope of the projects: (1) comprehensive preservice
teacher preparation programs; (2) intensive graduste teacher; (4) components of preservice
teacher teachers (4) components of preservice
teacher Devisit H. and Others.

ED 298 080 SP 030 326

ED 298 080 SP 030 32

Holmes, Dennis H. And Others

The Professional Development Needs of Experienced Teachers. A Report of a Study of the Professional Development Needs of Experienced, Tesured Teachers in the District of Columbia Public Schools.

District of Columbia Public Schools, Washington DC. Div. of Quality Assurance and Managemer Planning.

District of Columbia Public Schools, Washington, DC. Div. of Quality Assurance and Management Planning.
Pub Date—May 88
Note—649; Cover title, "A Report...," differs from title page.
Pub Type— Reports - Research (143)
EDBS Price - MPBI/PC33 Plass Postage.
Descriptors—Educational Facilities, Elementary Secondary Education, "Inservice Education, Instructional Materials, "Needs Assessment, Participative Decision Making, "Public School Teachern, Teacher Administrator Relationship, "Teacher Attitudes, "Teacher Burnout, Teacher Improvement, Teacher Morale, "Teaching Conditions, Teaching Methods Identifiers—Collegiality
This report summarizes the findings of a study of the professional development or inservice training needs of experienced teachers in the District of Columbia Public Schools (DCPS). An introduction to the findings of the survey is devoted to a discussion of the teachers' perceptions of the important factors that influence their teaching in DCPS. Chief among these factors were what is viewed by the teachers as the difficult working conditions in the school system and the perceived high levels of teacher stress and burnout. Findings are reported on responses to interviews with 32 teachers. Questions centered on: (1) What factors appear to influence teacher participation in staff development or inservice programs currently operated by the DCPS' (2) What staff development topics are of interest to experienced teachers, in DCPS' (3) What methods of program delivery, including format, are preferred by teachers

in DCPS? and (4) What rewards or incentives are perceived necessary to motivate teachers to participate in DCPS start development programs? Specific recommendations are made for action or policy in developing inservice programs. A 27-page literature review comprises the appendix. (JD)

SP 030 397 ED 298 081

Dorman, Arthur Legislative and State Educational Agency Perspec-tives on Teacher Incentive Policy. Summary of

North Central Regional Educational Lab., Elm-hurst, IL.

hurst, IL.
Pub Date—Nov 87
Note—36p.; Paper presented at the Annual Meeting of the National Council of States on Inservice Education (12th, San Diego, CA, November 20-24, 1987).

Education (12th, San Diego, CA, November 20-24, 1987).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PO2 Plus Postage.

Descriptors—Change Strategies, "Educational Change, 'Educational Policy, Elementary Secondary Education, "Incentives, Professional Recognition, Program Development, "State Agencies, Teacher Improvement, Teacher Strate Agencies, Teacher Recruitment, Teachers This document looks at educational reform related to teacher incentives policy through legislative and state education agency perspectives. It includes an overview of national issues pertaining to teacher incentives, a narrative report on the status of teacher incentive policies in the seven state region serviced by the North Central Regional Educational Laboratory (NCREL), and a summary of the discussion of a panel of state legislators and state education agency representatives in the NCREL region. Perspectives on impetus, implementation, evaluation, and future directions are included in the panel discussion. (Author)

ED 298 082 SP 030 431 Hughes, Jeff Sanford, Bob 1978 and 1984 Faculty of Education Graduates: Perceptions of Their Teacher Education Pro-

gram. Manitoba Univ., Winnipeg. Faculty of Education. Pub Date—Feb 88

Pub Date—Feb 88

Note—45p.

Pub Type— Reports - Research (143)

EDRS Pyice - MP6I/PC02 Plan Postage.

Descriptors—Comparative Analysis, \*Education Majors, Foreign Countries, Graduate Surveys, Higher Education, Preservice Teacher Education, Program Attitudes, \*Program Effectiveness, Program Evaluation, Questionnaires, Schools of Education, \*Student Attitudes, \*Teacher Education Programs.

gram Evaluation, Questionnaires, Schools of Education, "Student Attitudes, "Teacher Education
Programs
Identifiers—"Manitoba

This study examined the relative worth of the various components of the teacher education program
offered to graduates of the University of Manitoba
for the years 1978 and 1984. Because it was assumed that teachers' assessments of the value of
various aspocts of their training program would
change with experience, two populations with different years of experience since graduation were
selected, totaling 352 teachers. As representatives
of the less experienced group, teachers in their second year of service were chosen. For the "experienced" sub-sample, people were selected who were
mature and experienced but still sufficiently close to
their training to be able to make valid judgements.
There were 155 useable returns of the questionnaire
(s. 44% response rate). The questionnaire was saranged in four sections: (1) personal descriptive
data; (2) opinions on the value of academic and
professional components of the program in
post-graduate work; (3) stitude toward program
components; and (4) general or global issues related
to education. A copy of the questionnaire is appended. (1D)

ED 298 083

ED 298 083 SP 030 44'
Webber, Linda Dennie
Transitions: Toward a Grounded Theory of What
Happons between Leasuna.
Pub Date—24 Mar 88 SP 030 447 Note—20. Nam ob Note—20. Pub Type— Reports - Research (143) EDRS Price - MP0I/PC01 Plus Postag Descriptors—Class Activities, \*Class niques, \*Course Organization, Elemondary Education, \*Lesson Plan ondary Education, \*Lesson Plan (1998).

Teacher Behavior, Teaching Methods, \*Time Management, Units of Study Classroom lessons have a specific structure which sudes patterns of interaction between teachers and tudents. The formal structure of the lesson is contrasted to the less formal structure of transitions: the trasted to the less formal structure of transitions: the times between the lessons. The informal structure of transitions allows an opportunity for different types of interaction which are discussed in the paper. Observations and interviews with two classroom teachers indicate that teachers are concerned about asving time and maintaining order during transitions. Teachers develop strategies to move their students in an efficient and orderly manner from lesson to lesson. How teachers establish routines and expectations is discussed in terms of how this helps teachers, meet, their, soal, of teaching attentions. teachers meet their goal of teaching extensive amounts of academic information. (Author/JD)

SP 030 457

ED 298 084 SP 030 457

Dinham, Sarah M.

Teaching as Design: Theory, Research, and Implications for Design Teaching.

Pub Date—2 Jun 88

Note—36p.; Revised version of a paper presented at the Annual Meeting of the Mid-America College Art Association (Minneapolis, MN, 1987).

Pub Type—Information Analyses (070) —
Speeches/Meeting Papers (150)

EDRS Price —MF01/PCQ Plas Postage.
Descriptors—\*Critical Thinking, "Design, "Educational Strategies, "Educational Theories, Higher Education, Preservice Teacher Education freacher Helpers and teacher thinking, illustrates possibilities for research on studio teaching, proposes recommendations for design instruction improvement, and analyzes reasons for teachers' selective adoption of new ideas about teaching using the Portamouth Design Group's model. Many and other conflicting conceptions of instruction entails, including the mental activities that occur when one is instruction are presented, offering examples of the kinds of findings the systematic scrutiny of architectural teaching might bring. The paper's concluding section illustrates questions that must be overcome if studio teaching were more empirically addressed. A list of 27 references is appended. (Author/JD)

ED 298 085

SP 030 459

Cotion, Kathleen Monitoring Student Learning in the Classroom. School Improvement Research Series Close-Up

ocuou improvement Research Series Close-Up
#4.
Northwest Regional Educational Lab., Portland,
OR. Assessment and Evaluation Program.
Spons Agency—Office of Educational Research
and Improvement (ED), Washington, DC.
Pub Date—May 88
Contract—400-86-0006
Note—13p.
Pub Type— Information Analyses (070)
EDRS Price - MPUL/PCDI Plus Postage.
Descriptors—"Academic Achievement, "Classroom Techniques, Elementary Secondary Education, Homework, "Research Reports, "Student
Behavior, "Teacher Behavior, Teacher Student
Relationship, Testing
Identifiers—"Monitoring
Inlis monograph focuses on classroom-level moni-

Identifiers—"Monitoring
This monograph focuses on classroom-level monitoring of student learning progress and what research says about the relationship between such
monitoring and the student outcomes of achievement, attitudes, and social behavior. Findings of research studies on the topic are synthesized and 42
key references are cited and annotated. (JD)

ED 298 086 SP 030 46 Smith, Lucille L. And Others Neutrophilia and an Anti-Inflammatory Drug as Markers of Inflammation in Delayed Muscle SP 030 465

tion
This study reexamined the concept that delayed
muscle soreness (DMS) is a form of inflammatory
pain. This was accomplished by having 32 male volunteers perform exercise known to induce DMS and
then assess the total and differential white blood cell
changes. In addition, an anti-inflammatory drug,
idomethacin, was administered to determine
whether this would reduce the perception of muscle
soreness. The increase in neutrophils and decrease
in DMS with drug administration suggested that
inflammation is involved in DMS. (JD)

SP 030 466 Private School Teachers' Opinions, 1985-86. OERI Bulletin.

Center for Education Statistics (OERI/ED), Wash-

ington, DC. Report No.—CS-87-335B Pub Date—Mar 87

Pub Date—Pass ...

Note—14p.
Pub Type— Reports - Research (143)
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Educational Objectives, Elementary
Secondary Education, \*Individual Development,
\*\*Secondary Education Competence, \*Literacy, \*Mortal
\*\*Leanurana Competence, \*Literacy, \*Literacy,

Descriptors—"Educational Objectives, Elementary Secondary Education, "Individual Development, Interpersonal Competence, "Literacy, "Moral Values, Opinions, "Private Schools, Religious Education, Self Esteem, "Teacher Attitudes Private school teachers were asked in a survey to rank the following eight goals for students in order according to their importance: (1) basic literacy skills (reading, math, writing, speaking); (2) academic excellence, or mastery of the subject matter of the course; (3) citizenship (understanding institutions and public values); (4) specific occupational skills; (5) good work habits and self-discipline; (6) personal growth and fulfillment (self-esteem, personal efficacy, self-knowledge); (7) human relations skills (cultural understanding, getting along with others); and (8) moral or religious values. Teaching basic literacy skills was considered very important others, and (8) moral or religious values. Teaching basic literacy skills was considered very important only a respondents, followed closely by moral or religious values (43 percent and personal growth and fulfillment (40 percent). About one-fourth of the teachers ranked good work habits and self-discipline and academic excellence among the two most important goals for students, while 14 percent believed that human relations skills were very important. Only a few teachers considered citizenship and special occupational skills very important, while 46 and 36 percent respectively considered them unimportant. In general, private schools, administrators, fellow teachers, and students. An explanation of the survey methodology with comments on data reliability is provided, and data from the survey are displayed in seven tables. (ID)

ED 298 088 SP 030 467 Private School Teachers: Education and Training, 1985-86, OERI Bulletia. Center for Education Statistics (OERI/ED), Wash-

ington, DC.

ington, DC.
Report No.—CS-87-341B
Pub Date—Mar 87
Note—14p.; The study on which these data are based was conducted under contract by Westat,

based was conducted under contract by westat, Inc.

Pub Type—Reports - Research (143)

EDRS Price - MP91/PC01 Plus Postage.

Descriptors—"Degrees (Academic), Elementary Secondary Education, "Intellectual Disciplines, Private Schools, Teacher Background, "Teacher Characteristics, Teaching Experience

Data are reported on the characteristics of private school teachers, including: gender, years of experience, teaching status, scademic degrees, undergraduate majors, types and purposes of additional training, and teaching fields. The data are organized on the basis of selected school and teacher characteristics. The data are displayed in eight tables. The discussion of the data is brief (3 pages) and is organized under the headings: "Academic Degrees and Major Field of Undergraduate Degree," "Additional Training", "Education in Areas Taught," and "Survey Methodology and Data Reliability". (JD)

ED 298 089 SP 030 468 ED 298 089 SP 030 468 Some Attributes of Teachers in Private Elementary and Secondary Schools, 1985-86. OERI Bulletin, March 1987. Center for Education Statistics (OERI/ED), Washington, DC. Pub Date—Mar 87 Note—14p.

Pub Type— Reports - Research (143) — Numeri-cal/Quantitative Data (110) EDRS Price - MF01/PC01 Plus Postage.

Descriptors—"Catholic Schools, Degrees (Academic), Elementary Secondary Education, "Institutional Characteristics, "Private Schools, "Teacher Characteristics, Teaching Experience,

Teacher Characteristics, the stributes of private school teachers (gender, race, academic degrees, years of experience, employment status, and age), by school characteristics such as religious orientation, level of instruction, size, years of operation, and tuition rates. Results of a survey obtained from private school principals and teachers are briefly discussed and data from the survey are displayed on the control of t

SP 030 469 ED 298 090 Caries Prevalence in U.S. Schoolchildren 1986-87. National Inst. of Dental Research (NIH), Bethesda,

Note—[88]
Note—21p.
Pub Type— Reports - Research (143) — Numerical/Quantitative Data (110)
EDRS Price - MF0L/PO3 Plus Postage.
Descriptors—\*Dental Evaluation, \*Dental Health, Disease Control, Elementary Secondary Education, Fluoridation, \*Preventive Medicine
The graphs in this pamphlet illustrate the decline of the incidence of tooth decay in the nation's achoolchildren. The report, based on a study of more than 40,000 children, found that students have 36 percent less tooth decay than they did in the beginning of 1980. Appended to the graphs is a National Institutes of Health press release which describes the findings of the nationwide survey and gives some background to the graphs. (JD)

SP 030 472 ED 298 091

ED 298 091 SP 030 472
Waigandt, Alex And Others
An Analysis of Vision Screening in School Age
Children.
Pub Date—[82]
Note—159.
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC01 Plus Pustage.
Descriptors—Elementary Secondary Education,
\*Eyea, Physical Health, School Health Services,
\*Screening Tests, \*Vision Tests, Visual Impairments, Visual Measures
In this report, vision screenings conducted by
large metropolitan area schools are reviewed. Data
were generated by 10 participating schools in five
school districts who responded to five research
questions: (1) Do you do vision screening? (2) What
do you test for? (3) Who conducts the vision screening in your school? (4) What grade levels are
screened? (5) How often are the children screened?
In general, many inadequacies exist in schools regarding vision screening. Recommendations include greater participation in the public school
arens by vision specialists and the development of
a consistent criteria for vision screening in school
districts. (Author/JD)

ED 298 092 SP 030 482

ED 298 092

Hirst, Lots A. Slavik, Christy
Using Traditional Teaching To Expand Language
Development and Critical Thinking.
Pub Date—Jun 88
Note—18p.; Paper presented at the Annual International Native American Language issues Institute
(8th, Phoenix, AZ, June 9-11, 1988).
Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—'American Indians, Cognitive Processes, "Critical Thinking, "Curriculum Development, Elementary Secondary Education,
'Figurative Language, 'Oral Interpretation, Symbols (Literary), Teaching Methods, "Teaching
Moss education in the United States from its in-

Models

Mass education in the United States from its inception was concerned with inculcating routine abilities, simple computation, reading basal texts, and reciting religious and civic codes. It did not take into consideration interpretation or creativity. Native Americans have had difficulty fitting into this mold of standardization. Traditional Native American teaching centered on interpretation and creativity. The use of legends and fables for teaching important life skills and understanding the world around them encouraged students to become independent creative thinkers. Students of traditional teachers were

proficient in language and problem solving. Understanding and interpreting the message of stories was one of the primary means of teaching language and critical thinking. We propose a curriculum model which relies on traditional teaching methods and uses Native American legends and fables to encourage the development of language proficiency and critical thinking. The model is based on oral tradition, but expands to include recent trade books written about Native American life and legends. It reflects the change from a single society to that of more global world bringing in stories from various tribal groups. It is intended to enhance proficiency in both native language and English. The model brings back to Native Americans the traditional teaching which encouraged interpretation and creativity and makes them the center of the curriculum. (Author)

ED 298 093 SP 030 483 Shibles, Mark R. School Leadership Preparation: A Preface for

Action.
American Association of Colleges for Teacher Education, Washington, D.C.
Pub Date—88

Note—24p.

Available from—AACTE Publications, One Dupont Circle, Suite 610, Washington, DC 20036-2412 (\$5.00).

20030-2412 (\$5.00).
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors— "Administrator Education, "Administrator Qualifications, Administrator Responsibility, Educational Change, Higher Education," Leadership Training, Professional Development, "Program Content, Program Development, "State Standards, Teacher Education Programs, Teacher Recruitment."

"State Standards, Teacher Education Programs, "State Standards, Teacher Education Programs, Teacher Recruitment School administrators risk becoming an anachro-nism if their preparation programs in schools, col-leges, and departments of education do not respond to calls for change in preparing them for profes-sional leadership functions. Provided in this report is a discussion of the status of educational adminis-tration, including state initiatives for reform and criticism of current preparation programs. Also pro-posed for deliberation are recommendations for re-structuring educational administration programs is schools, colleges, and departments of education. The recommendations are divided into seven cate-gories: program content, program structure, recruit-ment and selection, instructional approaches, student research, professional development pro-grams, and university faculty. (JD)

ED 298 094 SP 030 496

Gray, Dennis Lynn, David H.
New Teachers, Better Teachers. A Report on Two
Initiatives in New Jersey.
Council for Basic Education, Washington, D.C. Council for Bank

Council for Basic Education, Washington, D.C. Pub Date—88
Note—269.
Pub Type—Reports - Evaluative (142)
EDBS Price - MPDI/PC02 Plus Postage.
Descriptors—\*Change Strategies, Educational Theories, Elementary Secondary Education, "Incentives, Mentors, "Program Development, "Program Evaluation," Teacher Recruitment Identifiers—\*New Jersey
This monograph reports on a year-long critical appraisal of two of New Jersey's recent initiatives to improve the teaching profession: the Provisional Teacher Program and the Academy for the Advancement of Teaching and Management. The intent of the study was to assay whether the practical results of these initiatives are experienced as beneficial by teachers and the public, and to judge the extent to which they can serve as useful models for other states and districts to emulate. Descriptions are given of each program, exploring such concepts as teacher recruitment, teacher renewal, rewards, and recognition. Some consideration is also given to the question of the efficacy of top-down state manates. The report provides an informed impression of the two programs, the theories and philosophies that undergird them, and the way they work in practice-not of individual administrators, teacher-participants, or schools. However, a broad response was sought from parties directly and indirectly involved with schools and teachers in New Jersey. Numerous recommendations for strengthening the programs so as to enable them to meet their full potential are included. (JD)

ED 298 095 SP 030 500 Health/Physical Education. Proven Exemplary Educational Programs and Practices: A Collec-tion from the National Diffusion Network (NDN).

(NDN).

Michigan State Board of Education, Lansing.

Pub Date—Jun 86

Note—27p.; Reprinted with permission from NDN's "Educational Programs That Work," 12th Edition; see ED 266 134.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF91/F012 Piss Postage.

Descriptors—Adapted Physical Education, Demonstration Programs, Drug Education, Elementary Secondary Education, Erecise, "Health Education, "Physical Education, Program Costs, Program Development, "Special Education, "Validated Programs

Identifiers—"National Diffusion Network Programs

Identifiers—National Diffusion Network Programs
This booklet contains descriptions of 18 health and physical adult education programs that have been validated as successful by the Joint Dissemination Review Panel of the Department of Education (DDRP). The projects have been developed by individual school districts throughout the nation, in response to their local needs. The programs are indexed alphabetically, by categories, and by grade level. When a program has been used successfully at other grade levels it is noted in the program description. Each program description includes the age level for the horizontal program content, requirements for program implementation, program costs, and services offered by the program. Programs on a broad range of topics are presented, including alcohol education, cardiovascular fitness, staff development, weight control, mainstreaming and many others. (JD)

ED 298 096 SP 030 501 McDiarmid, G. Williamson Ball, Deborah Loewen-

berg
"Many Moons": Understanding Teacher Learning
from a Teacher Education Perspective. Issue
Pager 88-5.
National Center for Research on Teacher Education, East Lansing, MI.
Spons Agency—Office of Educational Research
and Improvement (ED), Washington, DC.
Pub Date—Aug 88
Note—220.

Pub Date—Aug 88
Note—22p.
Available from—National Center for Research on
Teacher Education, 116 Erickson Hall, College of
Education, Michigan State University, MI
48824-1034 (32.50).

Relucation, Michigan State University, MI
48824-1034 (23-50).
Pub Type— Reports - Descriptive (141)
EDBS Price - MF91/PC01 Plus Postage.
Descriptors—\*Cognitive Style, Elementary Secondary Education, \*Knowledge Level, \*Learning Processes, \*Learning Theories, Mathematics Instruction, Teacher Effectiveneas, \*Teaching Experience, Teaching Methods, Writing Instruction. The Teacher Education and Learning to Teach Study of the National Center for Research on Teacher Education combines case studies of teacher learning. In this paper, the development of teacher learning. In this paper, the development of the theoretical framework on which instrumentation for the longitudinal study is based is discussed. Organized around four commonplaces of knowledge central to teaching—subject matter knowledge, teaching and learning, pupils, and context—the framework grounds researchers' efforts to learn how teachers and prospective teachers weave together different kinds of considerations in teaching mathematics and writing to diverse learners. Strategies developed include a questionnaire, interviews, and an observation guide. The paper describe how these instruments were designed to be accessible to respondents with different views of good teaching. The paper concludes by setting the longitudinal component of the study in the broader context of the overall research mission and agenda. (Author)

SP 030 502

ED 298 Uy: Freeman, Donald J. Compendium of Items for Follow-Up Surveys of Teacher Education Programs. Technical Series

88-1.
National Center for Research on Teacher Educa-tion, East Lansing, MI.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jul 88

Note—33p.

Available from—National Center for Research on Teacher Education, 116 Erickson Hall, College of Education, Michigan State University, East Lansing, MI 48824-1034 (\$3.00).

sing, MI 48524-1034 (33.00).
Pub Type — Tests/Questionnaires (160)
EDRS Price - MP01/PC02 Plus Postage.
Descriptors—Employment Patterns, \*Followup
Studies, \*Graduate Surveys, Higher Education,
Schools of Education, Teacher Attitudes,
\*Tescher Education Programs, \*Vocational Fol-

Schools of Education, Teacher Attitudes,

\*Teacher Education Programs, \*Vocational Foilowup

A substantial proportion of teacher education institutions administer follow-up surveys to their
graduates at some time or other, and many institutions repeat these surveys at regular intervals. Despite the prevalence of such surveys, most
institutions develop and administer their own questionnaires without benefit of the experiences of othens. The compendium of survey questions presented
here is intended to rectify at least part of this problem. The items included in this compendium were
culled from a number of existing follow-up survey
questionnaires and are organized around the topics
most frequently saked about in such questionnaires.
For those situations in which analagous questions
were asked by numerous institutions, this compendium provides the best formulations of these commonaly saked questions. Included in the
compendium are items asking about demographic
information, employment history, job satisfaction,
current teaching context, perceived quality of
teacher education programs, professional knowlcurrent teaching skills and dispositions, and teachers'
views about continuing their professional growth.
(Author)

ED 298 698

SP 030 503

ED 298 098 SP 030 50 Teaching in the Secondary Schools: A Guide for Pre-Service Teachers. Illinois Univ., Chicago. Coll. of Education. Pub Date—87 SP 030 503

Illinois Univ., Chicago. Coll. of Education.
Pub Date—\$7
Note—116-puides - Classroom - Learner (051) —
Guides - Non-Classroom (055)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—"Classroom Observation Techniques,
\*Field Experience Programs, Higher Education,
\*Lesson Observation Criteria, Planning, Preservice Teacher Education, \*Secondary Education,
Small Group Instruction, \*Student Teaching,
Theory Practice Relationship, \*Tutoring
This guidebook for preservice secondary student
teachers outlines in detail the techniques for relating
field experiences to the academic work in the university classroom. It assumes a progressive involvement on the part of the student teacher, beginning
with active observation and leading to tutoring,
working with small groups, teaching a whole class,
developing a unit of instruction and planning an
entire course. At each step the manual offers some
guidelines, forms, examples and formats. The first
chapter suggests that the preservice teacher begin
with classroom observation and keep a log of observations. The second chapter moves the teacher into
one-on-one encounters with students through tutoring. Chapter three discusses effective ways of working with small groups while chapter four covers
teaching a whole class. In the fifth chapter, how to
develop a unit is discussed, and chapter six deals
with planning an entire course. Sample log sheets
and evaluation forms are provided in the appendix
along with a checklist to help student teachers become acclimated to the school environment. (JD)

SP 030 504 Report Card on School Reform, The Teachers Speak.

Carnegie Foundation for the Advancement of Teaching.

Carnegae Foundation for the Pavances Teaching.
Report No.—ISBN-0-931050-34-0
Pub Date.—88
Note.—90p.
Available from.—Princeton University Press, 3175
Princeton Pike, Lawrenceville, NJ 08648 (\$5.00).
Pub Type.—Research (143) — Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

EDRS Price - MPU Plus Postage, P.C. Not Available from EDRS.
Descriptors—Academic Achievement, "Academic Standards, "Educational Change, Educational Environment, "Educational Objectives, Inservice Teacher Education, "Participative Decision Making, Politics of Education, School Community Relationship, Secondary Education, State School District Relationship, "Teacher Attitudes,

Teacher Salaries, "Teaching Conditions
A comprehensive survey was conducted seeking
the opinions of 40,000 secondary school teachers on
the impact of school reform proposals. Over 13,500
teachers returned questionnaires, for a response rate
of 33,9%. In this report an evaluation is presented of
the school renewal movement drawn from the perspective of the teacher. The survey included questions on: (1) school goals; (2) student achievement
and academic requirements; (3) flexible programs
and scheduling; (4) school climate and resources;
(5) student teating; (6) school autonomy; (7) teacher
salaries; (8) inservice education; (9) teacher participation in administrative decisions; (10) working
conditions of teachers; and (11) community and parental support. Summarise of responses nation-wide
are displayed in graphs and state-by-state summaries are presented in 55 tables. (ID)

ED 298 100 SP 030 505
The White House Conference for a Drug Free
America. Final Report.
White House Conference on a Drug Free America,
Washington, DC.
Pub Date—Jun 88

Pub Date—Jun 88 Note—246p. Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

U.S. Government Printing Office, Washington, DC 20402.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors—\*Change Strategies, "Drug Abuse, "Drug Education, Drug Legislation, Parent Responsibility, "Prevention, Social Action, "Social Froblems, "Substance Abuse, Values The first section of this conference report on a drug-free America presents an overview addressing three areas: the scope of the drug problem in the United States; its evolution; and some proposed solutions. In the second section, recommendations for action are made for prevention of drug abuse that may be achieved through multiple strategies that address the unique characteristics, cultural diversity and structure found in each community in America. The point is made that prevention must be comprehensive, involving all systems (educational, medical, law enforcement, religious, family, business, etc.), and each community must have a specific plan of action. Examples of programs are given at the end of each chapter. The appendices include a summary of recommendations as well as lists of 400 resource organizations and reading and audio/visual materials for students, teachers, parents, and health professionals (27 items). (JD)

ED 298 101

ED 298 101 SP 030 51 The National Women's Leadership Conference on Fitness. Proceedings. (Washington, D.C., April 6-7, 1984). SP 030 511

6-7, 1984).

President's Council on Physical Pitness and Sports, Washington, D.C.

Pub Date—Apr 84

Note—79p; Sponsored by Campbell Soup Co. Photographs may not reproduce clearly.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/F014 Piss Pestage.

Descriptors—Aerobics, Body Weight, \*Exercise, \*Females, \*Life Style, Motivation, \*Nutrition, \*Physical Pitness, Preventive Medicine, Womens Athletics

Athletics

Athletics

The principal addresses at this Women's Leadership Conference on Fitness were: (1) "Keynote Address" (C. Carson Conrad); (2) "Essential Nature of Fitness" (Lawrence E. Lamb); (3) "Effects of Exercise on Women from 20-50 Years Old" (Sharon Flowman); (4) "Fitness in Older Women" (Everett L. Smith); (5) "Female Musculo-Skeletal System" (Robert P. Nirsch); (6) "The Fitness Movement and Eating Disorders in Women" (Kelly D. Brownell); and (7) "Physical Fitness as a Lifestyle" (Guy O. Reiff). A report is given of the activities in the two clinic sessions and demonstrations, and summaries cover the essential points of four papers presented on the second day of the conference. (JD)

ED 298 102 Report to the Legislature on Development of Teacher Evaluation Models. (Chapter 73, Laws

of 1986).

Washington Office of the State Superintendent of Public Instruction, Olympia.

Pub Date—Jan 88

Note—48p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MP01/PC02 Plus Postage.

Descriptors—\*Demonstration Programs, Elemen-

**RIE JAN 1990** 

tary Secondary Education, \*Evaluation Methods, Field Tests, Minimum Competency Testing, \*Program Development, Program Evaluation, \*State Standards, \*Teacher Evaluation Identifiers—\*Washington
This report from the State Superintendent of Pub-

Identifiers—Washington
This report from the State Superintendent of Public Instruction responds to a directive from the Washington State Legislature to provide information on the progress of the development and field testing of minimum procedural standards and model evaluation programs for teachers. It contains a draft of the proposed minimum procedural standards for evaluation as well as information regarding the field testing and development of model evaluation programs. There were four directives: (1) propose minimum procedural standards for field tests of evaluation programs; (2) develop or purchase and conduct field tests of model evaluation programs in local districts; (3) consult with educators, parents, and the business community in considering a variety of programs; and (4) adopt state procedural standards and select from one to five model evaluation programs to be used in conducting evaluations. Action taken on each directive is reported, and recommendations are made for the legislature. (JD)

SP 030 516

Metz, Mary Haywood And Others
Field Study on Teachers' Engagement Project on
the Effects of the School as a Workplace on
Teachers' Engagement-Phase One. Final Re-

port.
National Center on Effective Secondary Schools, Madison, WI.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jun 88
Grant—G-00869007

and improvement (ED), washington, DC.
Pub Date—Jun 88
Grant—G-00869007
Note—206p.
Pub Type—Reports - Descriptive (141)
EDRS Price - MF91/PC99 Plus Postage.
Descriptors—High Schools, "Institutional Characteristics, Role of Education, "Social Class, "Socioeconomic Influences, Student Behavior, Teacher Actitudes, Teacher Behavior, "Teacher Role, Teacher Student Relationship, Teaching (Occupation), "Teaching Conditions
This collection of papers is the final product of a project designed to explore the ways in which high schools as organizations facilitate and frustrate teachers' ability to be engaged with their work. Ordinary schools were chosen as the research subjects two in high socioeconomic (SES) settings; two in middle SES settings, and two in low SES settings. Two Catholic schools were included—one middle-class college-bound, and the other predominantly working class. The schools were considered alternately as social structures, technical systems, cultural systems, and political systems. Similarities and variations in teachers' approach to their work in the classroom were considered by looking at a triangle composed of teachers' roles and behavior, the students roles and behavior, and the formal curriculum in use and the broader goals teachers pursued with students. Particular attention was paid to the multiple interacting differences that flow from communities and families in different social class situations into the schools. Social class was seen as having a pervasive and fundamental role in the internal lives of schools and teachers. (JD)

ED 298 104 SP 030 Report to the Legislature on the Teacher Assi ance Program. (Chapter 507, Laws of 1987). Washington Office of the State Superintender Public Instruction, Olympia.

Public Instruction, Olympia.

Pub Date—Jan 88

Note—40p.

Available from—Judy Hartmann, Administrative Assistant for Governmental Liaison, Old Capitol Building, FB-11, Olympia, WA 98504.

Pub Type—Reports - Descriptive (141)

EDRS Price - MP61/POL2 Plus Postage.

Descriptors—Administrator Attitudes, \*Beginning Teachers, Elementary Secondary Education, Interpersonal Relationship, Mentors, \*Program Evaluation, \*State Programs, Teacher Attitudes, \*Teacher Orientation

Identifiers—\*Beginning Teacher Induction, \*Washington

ington
The Beginning Teacher Assistance Program
(BTAP) was established by the Washington Legislature in 1985. The primary intent of the program is
to provide assistance to first-year teachers who often need support and guidance from more experienced colleagues. This report to the legislature

describes the results for school year 1986-87. In order to evaluate the degree to which the program was successful, survey instruments were designed for administration to a sample of beginning teachers, mentors, and principals in the buldings where beginners were assigned. A summary of findings is presented as well as changes made in current BTAP based on data obtained from the evaluation questionnaires. Recommendations are made. Included in the appendices is a summary of survey responses regarding: (1) demographic information; (2) the BTAP beginners' competencies; (4) responses of principals; and (5) participants' written comments. Also appended are BTAP rules, listings of participating school districts, and topics covered in the BTAP training sessions. (JD)

ED 298 105

Enz. Billie And Others

Arizona Teacher Residency Project.
Pub Date—Jun 88

Note—16p.; Paper presented at the Association of Teacher Educators Leadership Academy on Planning and Implementing Induction and Beginning Teacher Support Programs (Providence, RI, June 10-12, 1988).

10-12, 1988).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PO1 Plus Postage.

Descriptors—Beginning Teachers, Classroom Observation Techniques, Elementary Secondary Education, \*Evaluation Methods, Inservice Teacher Education, \*Instructional Improvement, \*Men-Education, "Instructional Improvement, "Men-tors, Observation, "Teacher Evaluation, "Train-ing Methods

ing Methods
Identifiers—"Beginning Teacher Induction
The Arizona Teacher Residency Project combines in partnership the Center for Educational Development, the College of Education at Northern Arizona University, and more than 60 school districts throughout the state. With the common goal Arizona University, and more than 60 school districts throughout the state. With the common goal of promoting excellence in education by bringing the art and science of teaching to the conscious level, three geographically separate projects train "mentor" and "resident" teachers to use an instrument which assesses 30 teaching competencies. Resident teachers are in the first, second, or third year of teaching. Both mentor and residents receive 16 hours of training in the skills of observation, scripting, and analysis of classroom performance. Mentor teachers are also taught coaching and conferencing techniques, and each mentor words with a resident to develop an instructional improvement plan. The project's research agenda is three-fold: (1) mentors and residents evaluate the training and the mentoring process, providing feedback for further refinement of the projects; (2) observation data provide feedback to teacher training programs, enabling programs to assess the effectiveness of their preservice training; and (3) analysis of observational data for each participating achool district is aummarized and returned to the district, enabling districts to identify specific staff development needs. Instruments for evaluating teaching plans and materials, classroom procedures, and interpersonal skills are included. (Author/JD)

ED 298 106 SP 030 524 Henderson, David L. Schlesinger, Frank J. Texas Teachers and Moonlighting in the 1980's. Pub Date—[88]

Texas Teachers and Mooalighting in the 1980's. Pub Date—[88]
Note—17p.
Pub Type— Reports - Research (143)
EDRS Price - MFDI/POII Plus Postage.
Descriptors—Career Ladders, Elementary Secondary Education, Faculty Mobility, \*Job Satisfaction, \*Multiple Employment, \*Teacher Attitudes, \*Teacher Characteristics, Teacher Morale, \*Teacher Characteristics, Teacher Morale, \*Teacher Salaries, \*Teaching (Occupation)
The study represents a decade of research on Texas teachers morale and moonlighting habits. It has been repeated biannually since 1980. The average Texas teacher is a 43 year-old female, making \$26,161 salary, married with a working spouse, has a bachelor's degree, is not the major breadwinner, teaches in a suburban district, has 15.4 years of teaching sperience with 37 percent seriously considering leaving the teaching profession. One of five teachers moonlights, feels that it is detrimental to teaching, supports the No Pass/No Play rule, wants to retain the career ladder, and believes that the quality of teaching is the same as two years ago. (Author)

ED 298 107

SP 030 527

Buchmann, Margret
Charlotte Bronte, "Villette," and Teaching, Occasional Paper No. 123,
Michigan State Univ., East Lansing, Inst. for Research on Teaching.
Spons Agency—Department of Education, Washington, DC.
Pub Date—Jun 88
Note—589.
Available from—Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, E. Lansing, MI 48824
(35.00).
Pub Type—Opinion Papers (120)

ing. Cottege or aductation, strength state of inversity, 232 Erickson Hall, E. Lansing, MI 48824 (35.00).

Pub Type— Opinion Papers (120)

EDRS Price - MF01/PC03 Plas Postage.

Descriptors—\*Affective Objectives, Biographies, "Career Choice, Economic Factors, Emotional Adjustment, "Females, "Psychological Needs, Teaching Cooditions, "Women Faculty Identifiers—"Bronte (Charlotte)

Teaching Cooditions, "Women Faculty Identifiers—"Bronte (Charlotte)

Teaching has a history in which women figure prominently, Driven by need and ambition, many women worked as schoolteachers in the nineteenth century, although not necessarily stracted by the work itself. This essay focuses on Charlotte Bronte-examining the constraints and values that account for her choice of teaching as a career. It is based on two literary masterpieces: Charlotte Bronte'). The aim is to provide reflection about conditions of teaching through the presentation of a woman's story, fictional and lived, with complex and concrete content, crafted with literary genius, and capable of bringing universal and time-bound questions to the attention of the reader. It accordingly raises philosphical issues of general human interest in a specific context: questions concerning choice and change, freedom and love, self-realization and the pursuit of goodness. In particular, it urges a consideration of the paradox that many of the structural features of teaching regarded as evit today—such as eased entry, low retention, flat careers—fit with the lives of women that are typically contingent on or coordinated with the needs of others. (JD)

lives of women that are typically contingent on or coordinated with the needs of others. (JD)

ED 298 108 SP 030 529

Fittpatrick, Kathleen A.
Time for Mastery.

Orgon Univ., Eugene. Center for Educational Policy and Management.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—[85]

Note—15p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—"Classroom Techniques, Feedback, High Schools, Inservice Teacher Education, "Mastery Learning, Staff Development, "Student Evaluation. Teaching Methods, "Time on Task Identifiers—Collegiality, Illinois

The Time for Mastery Program was specifically designed to minimize the time costs of mastery learning by maximizing the use of instructional time to the fullest advantage. The program was implemented by three high school districts in suburban Chicago during the 1984-85 cachemic year. This article presents a brief description of the program, as well as a report of the outcomes realized thus far, and a discussion of implications for the design of staff development programs. The program is delivered through a five-day summer seminar and three of school. In addition to the summer seminar and the follow-up sessions during the first semester of school. In addition to the summer seminar and the follow-up services and coaching. The focus of the program centers on the positive alteration of two variables: instructional time and testing practices. The content of the program reflects a combination of instructional practices drawn from the findings of the research on classroom management and mastery learning. It is noted that one of the key factors that can be attributed to the success of the program is the commitment of time for staff development. (JD)

SP 030 530 EIJ 298 109 SP 030 530 Everton, Carolyn M. Burry, Judith A. Capturing Classroom Context: The Observation System as Lens for Assessment.
Pub Date—6 Apr 88
Note—51p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988). Pub Type—Reports - Research (143) — Speeches/-

Meeting Papers (150)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Elementary Secondary Education,
"Evaluation Methods, "interaction Process Analysis, "Measurement Techniques, "Research
Methodology, Teacher Behavior, "Teacher Evaluation, Training Methods
Identifiers—"Classroom Activity Record
This report describes two different applications of
the Classrooms. Subject matter content, instructional
format, quantity and quality of teacher-student interaction, sequence of routines and events, and student attention and engagement among other
features are captured with the system. Two studies
are presented that used different applications of the
CAR. The first is a research study conducted in
Tennessee (Project STAR) which focused on the
effects of class size on student achievement and
teachers' managerial and instructional behaviors.
Descriptive information provided by the CAR allowed fine-grained analysis of the differences in instruction in larger and smaller classes. A sample of
these findings are presented. The second study involved the use of the system in training observers to
use a beginning teacher assessment instrument, the
Kansas Internship Assessment Inventory (KIAI).
Information from the CAR-aided trainers in diagnosing training needs as well as clarifying behaviors
and behavioral indicators on the KIAI. Guidelines
for using the CAR are included in the appended
material. (Author/ID)

ED 298 110

SP 030 534

Smith. Albert J., Jr.
Minority Dispresortionality in Higher Education
with an Emphasis on Teacher Preparation.
United Indians of All Tribes Foundation, Seattle,

with an Enghanis on Toscher Preparation.

United Indians of All Tribes Foundation, Seattle, Wash.
Pib Date—Oct 86
Note—619.
Pub Type—Reports - Research (143)
EBBS Price - MF91/PC03 Plas Postage.

Descriptors—American Indians, Asian Americans, Blacks, "Degrees (Academic), "Ethnic Groups, Elgher Education, Hispanic Americans, "Minority Groups, "Teacher Education Programs Minorities constitute unly 4.4 percent of all teaching certificate searners in the state of Washington, a proportion somewhat smaller than that for minority baccalaureate degree recipients and considerably smaller than that of minority school children. At a time when Washington State's minority student population in increasing at a significantly greater rate than the majority white student population, minorities are underrepresented among students completions in degree camines this underrepresentation for the years 1982-84. Part 2 examines minority representation in degree completions in all degree areas. This study is designed to be used as a reference for developing policy or program decisions addressing minority representation from the preparation programs and other degree areas in higher education. Related literature was reviewed and is presented, and conclusions and recommendations are included. The study data is displayed in 20 tables and 27 footnotes are also provided. (JD)

ED 298 111

ED 298 111

SP 030 541

ED 298 111

Brown, Howard

Teaching without Subject Preparation, Issue Paper #8603.

Colorado State Dept. of Education, Denver.

Pub Date—May 86

Note—14p.

Pub Type—Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF91/PC01 Plus Postage.

Descriptors—"Academic Education, Accreditation (Institutions), Educational Legislation, "Teacher Background, Teacher Certification, "Teacher Qualifications identifiers—"Colorado, "Teacher Misassignment Assignment of teachers to teach subjects for which they have not had academic preparation is a topic of considerable concern presently. This paper: (1) reviews present Colorado provisions regarding leacher subject eligibility and assignment; Caper available data as to the extent of teaching without academic preparation; (3) identifies alternative standards for eligibility to teach a subject; and (4) identifies alternative means for monitoring com-

pliance with standards. (JD)

SP 030 542 ED 298 112 Survey of Research on Sexually Trac

esses. Centers for Disease Control (DHHS/PHS), At-lanta, GA.

lanta, GA.
Pub Date—May 87
Note—140p.
Pub Type— Reports - Research (143) — Reference
Materials - Bibliographics (131)
EDRS Price - MF0L/PC06 Plus Postage.

Materials - Bibliographies (131)
EDRS Price - MF0L/PC06 Plus Postage.
Descriptors—Acquired Immune Deficiency Syndrome, Clinical Diagnosis, "Communicable Diseases, "Drug Therapy, "Medical Research, "Medical Services, Physical Health Identifiers—"Sexually Transmitted Diseases. This survey covers periodical literature published in the field of research on sexually transmitted diseases during 1985. The articles cover the following disease: (1) genital chiamydial infection; (2) gonor-rhea; (3) genital herpes infection; (4) human papillomavirus infection; (5) acquired immunodeficiency syndrome (AIDS); (6) genital cytomegalovirus infection; (7) syphilis; (8) pelvic inflammatory disease; (9) genital mycoplasma infection; (10) sexually transmitted diseases—general; (11) sexually transmitted diseases—pregnancy; and (14) pharmacology. Article entries are organized by categories: clinical, laboratory diagnosis, and therapy. An informative abstract of the article is included and a selected bibliography accompanies each section. (JD)

ED 298 113

Report to the Legislature on Scoliosis Screening
Cost/Benefit Analysis.

Washington Office of the State Superintendent of
Public Instruction, Olympia.

Pub Date—Jan 88

Note—11p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Cost Effectiveness, intermediate
Grades, Medical Evaluation, Physical Disabilities, \*Program Effectiveness, Program Evaluation, \*Screening Tests, Secondary Education
Identifiers—\*Scoliosis
A report is given of an analysis of costs and bene-

Identifiers—"Scoliosis

A report is given of an analysis of costs and benefits of scoliosis screening tests given to children in the 9th and 10th grades. For comparison, an analysis is included on the effectiveness of tests in grades 5 through 8. Information was collected on the number of children in the State of Washington who underwent either brace treatment or surgical treatment correction for scoliosis. An analysis of cost effectiveness of screening indicated that the 8th grade is the most cost effective and the 6th grade the least. A recommendation is made that school districts should no longer require screening tests at the 10th grade level. (JD)

ED 298 114 SP 030 544 Guidelines for Effective School Health Education To Prevent the Spread of AIDS. Centers for Disease Control (DHHS/PHS), At-

lanta, GA.

Report No.—HHS-CDC-88-8017 Pub Date—Jan 88

Report No.—HHS-CDC-88-8017
Pub Date—Jan 88
Note—17p.
Journal Cit.—MMWR (Morbidity and Mortality
Weekly Report); v37 Suppl nS-2 Jan 28, 1988
Pub Type—Guides - Non-Classroom (055) — Collected Works - Proceedings (021)
EDRS Price - MF01/PC91 Plus Postage.
Descriptors—Acquired Immune Deficiency Syndrome, Course Content, \*Disease Control, Elementary Secondary Education, Epidemiology,
"Health Education, Medical Services, Patient Education, \*Prevention, Program Development,
Public Health, Social Behavior
These guidelines for effective school health education to prevent the spread of Acquired Immune
Deficiency Syndrome (AIDS) and other sexually
transmitted diseases, were developed to help school
personnel and others plan, implement, and evaluate
educational efforts to prevent unnecessary morbidity and mortality associated with AIDS and other
human immunodeficiency virus (HIV) diseases.
Content considered essential for AIDS education in
early elementary school, late elementary/middle
school, and junior high/senior high school is summarized. Twenty-six references are listed. (JD)

ED 298 115

SP 030 545

ED 298 115

Spicer, Will:

A Core Program for the 90's: Changing Patterns for Instruction, Final Report.

South Brunswick Township Board of Education, Monmouth Junction, N.J.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.

Pub Date—[88]

Note—389.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plas Postage.

Descriptors—Course Content, Critical Thinking, "Cultural Pluralism, "Curriculum Development, High Schools, Integrated Activities, "Interdisciplinary Approach, Participative Decision Making, "Program Development, "School Schedules, "Secondary School Curriculum, Unified Studies Curriculum
During the next school year, South Brunswick

\*Secondary School Curriculum, Unified Studies Curriculum
During the next school year, South Brunswick (New Jersey) High School will offer an interdisciplinary course developed by six teachers under a grant from the Federal Government and the local Board of Education. The objectives of the two-year development project were: (1) to allow staff to explore alternatives to traditional secondary school programs and to collect data for decision making; (2) to increase sustained instructional time for studies which do not fit well into 45-minute segments; and (3) to provide every student with at least one interdisciplinary course which integrates math, science, social studies, and English around major themes drawn from the American experience. The course which evolved from these objectives, entitled "Journeys," is organized around three major concepts: Identity, Freedom, and Change. The vehicle for the study of these concepts will be American cultural pluralism, which will lead seniors through an examination of what it means to be an American as the 21st century dawns. This report on the project is organized in three parts: (1) status of the project in terms of its original objectives; (2) working papers for the interdisciplinary course; and (3) description of development process. (JD)

ED 298 116

ED 298 116

SP 030 547

Brown, Howard
Alternatives to Certification. Issue Paper #8602.
Revised.
Colorado State Dept. of Education, Denver.
Pub Date—Feb 86

Pub Date—Feb 86

Note—8p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Legislation, Elementary Secondary Education, \*Teacher Certification, Teacher Education Programs, Teacher Shortage, \*Teaching (Occupation)

Identifiers—\*Alternative Teacher Certification,

Colorado.

Identifiers—\*Alternative Teacher Certification, Colorado Allowing noncertified personnel to teach is a frequently proposed means of meeting teacher short-ages or taking advantage of the expertise of people interested in teaching as a second career. This paper discusses the current teacher certification rules in Colorado and possible legislation for changing the rules. The educational needs in Colorado are briefly analyzed. Attachments include the present letters of suthorization law and proposed administrative rule changes for the entry of non-educators into the profession. (JD)

ED 298 117

SP 030 548

Champion, Robby And Others
Creation of a State Initiative for Improving Local
Practices in New Teacher Induction: The MaryInal Story,
Pub Date—9 Apr 88

Pub Date—9 Apr 88

Note—52p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleams, LA, April 5-9, 1988).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Beginning Teachers, Elementary Secondary Education, Professional Development,

\*Program Development, \*Program Implementation, State Action, \*State Programs, \*Teacher Orientation

Identifiers—\*Beginning Teacher Induction, \*Maryland

land
This paper describes the development of a state
initiative to improve the quality of induction programs for new teachers in Maryland. The Maryland
State Department of Education (MSDE) based its
decisions about appropriate teacher induction programs on a variety of information sources from re-

search and practice. The important steps in the creation of the current initiative on new teacher development are described sequentially: (1) a recommendation from the Commission on Quality Teaching (1982); (2) the Beginning Teacher Assessment and Development Committee (1984); (3) regional conferences on beginning teacher issues (1985-86); (4) reviewing literature and promising programs (1986-87); (5) a survey of current practices (1986-87); (6) case studies of promising practices (1986-87); and (7) implementation of the MSDE initiative to improve local programs (1986-87). Brief discussions are included of activities that preceded and influenced the decision to provide state leadership and technical susistance to local school systems. In-depth reports are also included on information gathering activities undertaken to ensure the development and implementation of induction activities. The final chapter summarizes the initial implementation of MSDE assistance to local school systems. (JD)

ED 298 118 SP 030 549

Terrey, Elizabeth P.
A Study of Washington-Trained Education Graduates Parsuing Certification and Careers Out of State.

Washington Office of the State Superintendent of Public Instruction, Olympia.
Pub Date—Aug 87
Note—29p.
Pub Type—Reports - Research (143) — Tests/
Questionnaires (160)
EDRS Price - MFDI/PC02 Plus Postage.
Descriptors—Elementary Secondary Education,
"Employment Qualifications, "Faculty Mobility,
Oraduate Surveys, Job Applicants, "Migration
Patterns, Occupational Information, "Teacher Certification, "Teacher Employment, "Teacher Certification, "Teacher Certification, "Teacher Certification, "Teacher Employment, "Season Patterns, Occupational Information, "Teacher Certification, and positions The aim was to learn where Washington graduates were moving, what kind of reception they were receiving as they sought certification, and positions the aim was to learn where Washington graduates were moving, what kind of reception they were receiving as they sought certification, and positions they obtained. One purpose of the study was to see if existing reciprocal certification agreements with other states were helpful to Washington graduates. The report presents data gathered by the survey, General observations are made on the survey responses, and suggestions are made for future studies. A copy of the survey questionnaire is included in the appendices. (ID)

SP 030 550

ED 298 119 SP 030 55 State Board of Education Initiatives: Professional Education in the 1980s. Washington State Board of Education, Olympia. Pub Date—Jan 87

Washington State Board of Education, Olympia. Pub Date—Jan 87
Note—45p.
Pub Type—Reports - Descriptive (141)
EDRS Pries - MF01/PC02 Phas Pestags.
Descriptors—Academic Education, Admission Criteria, Field Experience Programs, Higher Education, experience Programs, Higher Education, State Standards, "Teacher Education, Minimum Competencies, Preservice Teacher Education, Minimum Competencies, Preservice Teacher Education, "State Osards of Education, "State Osards of Education, "State Daords of Education, "State Daords of Education, "Teacher Education Programs Identifiers—"Washington
This report sets forth the current standards for teacher education established by the Washington State Board of Education. Each standards is briefly described, the activities involved in maintaining the standards are outlined, and the means by which the standard are outlined, and the means by which the standards are described. Standards are listed for the following areas: (1) program standards; (2) cooperation standards; (3) basic skills conspetencies; (4) teaching competencies; (5) subject matter endorsement; (6) field experience requirements; (7) continuing education requirements; and (8) inservice quality controls. Activities are listed to maintain the standards in the following areas: (1) program approval; (2) competency testing; (3) follow-up of graduates; (4) monitoring of off-campus program standards; (5) assignment compliance; and (6) annual reports. Appended are: (1) Washington teacher certification requirements; (2) State Board Education endorsement, assignment, continuing education policies; and (3) approval of preparation RIE JAN 1969

programs in colleges/universities leading to certifi-cation. (JD)

ED 298 120

SP 030 552

Porter, Andrew Understanding Teaching: A Model for Assessment. Occasional Paper No. 124. Michigan State Univ., East Lansing. Inst. for Research on Teaching. Pub Date—Aug 88

Pub Date—Aug so Note—27p. Available from—Institute for Research on Teach-ing, College of Education, Michigan State Univer-sity, 252 Erickson Hall, East Lansing, MI 48824

sity, 252 Erickson Hall, East Lansing, MI 48824 (\$3.00). Pub Type—Reports - Descriptive (141) EDRS Price - MF01/PO2 Plus Postage. Descriptors—Classroom Observation Techniques, "Evaluation Criteria, "Evaluation Methods, Teacher Behavior, "Teacher Effectiveness, "Teacher Evaluation, "Teaching Skills A framework for thinking about teacher assessment is provided. Good teaching is characterized and target domains for teacher assessment are identified. A number of challenges to existing assessment practices are identified. New systems of teacher assessment and thould be designed to triangulate across domains of teacher knowledge, skills and beliefs; teachers' classroom behaviors; and student outcomes. Since an ideal system of teacher assessment will almost surely exceed available resources of knowledge and effort, the costs and benefits of implementing teacher assessment practices must be evaluated to see if the expense is worth the results and to guard against undesirable side effects, such as elimination of minority teachers from the teacher corps. (Author)

ED 298 121 SP 030 553

Commitment to America's Children.

American Association of Colleges for Teacher Education, Washington, D.C.

Pub Date—Aug 88

Note—21p.

Available from—AACTE Publications, One Dupont Circle, Suite 610, Washington, DC 20036-2412 (\$5.00).

Pub Type—Reports - Description (141)

20036-2412 (\$5.00).

Pub Type— Reports - Descriptive (141)

EDRS Price - MF61/PC01 Plus Postage.

Descriptors—Accreditation (Institutions), \*Change Strategies, \*Educational Change, Educational Legislation, \*Educational Policy, Elementary Secondary Education, \*Government Role, Higher Education, Minority Group Teachers, \*Teacher Education Programs, Teacher Motivation, \*Teacher Recruitment, Teaching (Occupation)

tion)
This treatise on teacher education includes priorities for higher education and agendas for the next president and Congress, governors and state legislators. A discussion is included on priorities for reform in teacher education. Progress in campus-based teacher education programs is noted in the areas of raising academic standards, applying research-based information about effective teaching, recruiting able students into teaching, and strengthening the accreditation process for teacher education programs. (JD)

ED 298 122 SP 030 554

ED 298 122

Berliner, David C.
The Development of Expertise in Pedagogy.
American Association of Colleges for Teacher Education, Washington, D.C.
Report No.—ISBN-0-89333-053-1
Pub Date—Feb 88
Note—35p; Charles W. Hunt Memorial Lecture presented at the Annual Meeting of the American Association of Colleges for Teacher Education (New Orleans, LA, February 17-20, 1988).
Available from—AACTE Publications, One Dupont Circle, Suite 610, Washington, DC 20036-2412 (\$12.00).

20030-2412 (312.00). — Reports - De-scriptive (141) — Speeches/Meeting Papers (150) EDRS Price - MF01/PC02 Plas Postage. Descriptors—Beginning Teachers, "Developmen-tal Stages, Elementary Secondary Education, Higher Education, Policy Formation, Preservice Teacher Education, "Skill Development, "Teacher Characteristics, "Teacher Education Programs, Teacher Effectiveness, Teacher Education

In this discussion on the development of expertise in teaching, a theory of skill learning is first pres-

ented. The characteristics of five stages of skill development in teachers are described: (1) novice; (2) advanced beginner; (3) competent teacher; (4) proficient teacher; and (5) expert teacher. A review of data collected by studies on the subject of teaching expertise points out differences between the novice and the expert teacher in the areas of: (1) interpreting classroom phenomens; (2) discerning the importance of events; (3) using routines; (4) predicting classroom phenomens; (5) judging typical and atypical events; and (6) evaluating performance responsibility and emotions. The discussion of policy considerations for teacher educators, based upon this developmental theory of skill acquisition, is aimed at helping novices become proficient in classimed at helping novices become proficient in classimed at helping novices become proficient in classimed the developmental theory of skill acquisition, is aimed at helping novices become proficient in classimate of their developmental level. (JD)

ED 298 123 SP 030 555

proriate for their developmental level. (JD)

ED 298 123 SP 030 555

Minority Teacher Recruitment & Retention. A

Public Policy Issue. Proceedings and Background Material of the Wingspread Conference
(Racine, Wisconsin, August 5-7, 1987).

American Association of Colleges for Teacher Education, Washington, D.C.

Report No.—ISBN-0-89333-51-5

Pub Date.—Aug 87

Note.—42p.

Available from.—AACTE Publications, One Dupont Circle, Suite 610, Washington, DC

20036-2412 (\$12.00).

Pub Type.—Collected Works - Proceedings (021)

EDRS Price - MPDI/PC02 Plus Postage.

Descriptors—Black Colleges, Career Choice, "Change Strategies, Community Colleges, Educational Policy, Elementary Secondary Education, Higher Education, "Minority Group Teachers, Private Financial Support, "State Federal Aid, "Student Recruitment, "Teacher Education Programs, Teacher Recruitment, Teacher Shortage

In August 1987, the American Association of Colleges for Teacher Education (AACTE) sponsored a Wingspread Conference on the problem of recruitment and retention of minority students into teaching. Conference invitees were asked to comment on a draft of an AACTE policy paper suggesting legislative strategies to recruit more minorities into the teaching profession. This report summarizes the exchange of ideas, discussions, and conversations that took place at the conference. It contains background and informational material related to the minority teacher shortage and depicts some of the few state and institutional activities designed to re
reruit and retain minority teacher education students and teachers. The AACTE policy statement is included in the report. A plan for action describes a variety of programs, both public and private, simed at increasing minority group student opportunities to enroll in teacher education programs. (JD)

ED 298 124

SP 030 557

E.D 298 124

SP 030 557
Fodero, Joseph M. Furblur, Ernest E. Creating Gymmastic Pyramids and Balances. A Safe and Fun Approach!
Report No.—ISBN-0-88011-308-1
Pub Date—12 Oct 88
Note—120p.
Available from—Leisure Press, Human Kinetics
Publishers, Inc., Box 5076, Champaign, IL 61820
(S14.00).
Pub Type—Reports. Description

Publishers, Inc., Box 5076, Champaign, IL 61820 (514.00).
Pub Type—Reports - Descriptive (141)
Document Not Available from EDRS.
Descriptors—"Athletics, Elementary Secondary Education, "Gymnastics, Physical Education, "Gymnastics, Physical Education, "Gymnastics, Physical Education, "Gymnastics This guide to creating gymnastic pyramids and balances for physical educators, cheerleading coaches, and gymnastics instructors, has afety as its primary focus. It is pointed out that all pyramids and balances should meet the safety requirements of cheerleading and gymnastics organizations. The book provides thorough instructions and more than 400 illustrations for assembling, spotting, and disassembling partner and group stunts and pyramids. Instructions are given for building pyramids and balances for up to 13 people, and about 250 pyramids and balances are described. These gymnastic stunts are categorized secording to level of difficulty and are fully illustrated, leaving room for original modifications. (JD)

ED 298 125 SP 030 558 Get Fit! A Handbook for Youth Ages 6-17. How To Get in Shape To Meet the President's Challenge

and Earn the Presidential Fitness Award.
President's Council on Physical Fitness and Sports,
Washington, D.C.
Pub Date—87
Note—45p.
Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF0L/PC02 Plus Pustage.
Descriptors—"Awards, "Body Composition, Elementary Secondary Education, "Exercise, Health
Education, Motivation, Muscular Strength,
"Physical Fitness, "Program Development, "Self
Actualization

"Physical Fitness, "Program Development, "Sett Actualization
This guidebook for a self-directed physical fitness program offers information on: (1) What is physical fitness; (2) How is physical fitness measured; (3) What is body composition; (4) How to improve fitness; (5) What is the new presidential physical fitness award program; and (6) What exercises qualify for the Presidential Fitness Award. A fitness quiz with answers is included. (JD)

ED 298 126 SP 030 565 Alabama Career Incentive Program. Observer Manual.

Georgia State Univ., Atlanta. Coll. of Education. Spons Agency—Alabama State Dept. of Education, Montgomery. Pub Date—87 Note—67p.; For related documents, see SP 030 566-567.

Note—87p.; For related documents, see SP 030 566-567.
Pub Type— Guides - Non-Classroom (055) — Tests/Questionnaires (160)
EDRS Price - MPUI/PCD4 Plus Postage.
Descriptors—\*Classroom Observation Techniques, Elementary Secondary Education, "Evaluation Methods, \*Lesson Observation Criteria, \*Observation, Rating Scales, Teacher Behavior, "Teacher Evaluation, Testing Programs
The manual describes the differences between low-inference observation and rating scales when evaluating teachers. Procedures for observing are set forth. The body of the manual defines and exemplifies the 115 items used on the observation instruments seed before and after the observation, i.e., the Conference Data Collection form and the Post-Observation form. The manual was revised after the norming study in preparation for the full-scale implementation of the Career Incentive Project. Copies of the three instruments are included. (Author/JD)

ED 298 127 SP 030 566 Taebel, Donald, Ed. Coker, Homer, Ed. Alabama Career Incentive Program. Evals

Manual. Alabama State Dept. of Education, Montgomery.

Alabama State Dept. of Education, Monagomes p.
Pub Date—87
Note—51p.; For related documents, see SP 030 565
and SP 030 567.
Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF91/PC03 Plus Postage.
Descriptors—Elementary Secondary Education,
"Evaluation Criteria, "Evaluation Methods,
"Measurement Techniques, Minimum Competencies, "Observation, Program Implementation,
"Teacher Evaluation
A brief review of the events leading up to the

Teacher Evaluation
A brief review of the events leading up to the
enactment of the Career incentive Program is provided. Competencies used to evaluate the teachers
are listed, defined, and exemplified. Detailed procedures for implementation are given along with various forms used in the assessment process. The
complete law is printed out. (Author)

ED 298 128 SP 030 567

The Alabama Career Incentive Program: A State-wide Effort in Teacher Evaluation.
Pub Date—Jan 88
Note—18p.; For related documents, see SP 030
565-566.

Sos-566.

Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Classroom Observation Techniques,
Elementary Secondary Education, "Evaluation
Criteria, "Evaluation Methods, "Measurement
Techniques, Teacher Behavior, Teacher Effectiveness, "Teacher Evaluation, Teating Programs,
"Test Validity
This paper summarizes the Alabama Career
Incentive Program, a statewide effort to evaluate
more than 30,000 teachers including specialists in
guidance, speech therapy, and so on. The evaluation
was based on 10 classroom competencies and five
outside-the-class professional competencies. A

low-inference instrument measured competencies by using different sets of behaviors from the 117 item instrument. The professional competencies were evaluated using a high-inference instrument—the Evaluator Questionnaire. A statewide norming study involving all teachers and principals took place in the spring semester, 1987. The Classroom Observation Record was shown to measure the competencies reliably; the Evaluator Questionnaire data was not usable in discriminating among teachers due to the exceptionally high scores which nearly all teachers received. Elementary and secondary teachers differed significantly on several of the competency measures; no significant difference was found between special education teachers and their counterparts at the same level. A list of the competencies and a general account of the scoring competencies and a general account of the scoring procedures is given. (Author/JD)

ED 298 129

SP 030 571

Gale, Larrie E.

A New Approach to the Skills of Effective Teaching, Final Report of the FIPSE Project.

Brigham Young Univ., Provo, Utah. Coll. of Educa-

tion.
Spons Agency—Fund for the Improvement of Post-secondary Education (ED), Washington, DC. Pub Date—86 Grant—G00844057

Pub Date—86
Grant—G00844057
Note—13p.
Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Higher Education, Learning Strategies, \*Learning Theories, Preservice Teacher Education, \*Teaching Methods, \*Theory Practice Relationship, \*Videodisks
Identifiers—Brigham Young University UT
This project proposed to design and develop interactive videodiscs for teaching learning theory to teacher education students. The thesis was that simulations provided via interactive video could help prospective teachers both "see" the use of learning theory and more readily transfer theory into practice in the classroom. The intended audiences were students in teacher training programs for both the elementary and secondary levels at Brigham Young University (Utah). The project had three primary emphases: (1) transfer of different forms of instructional materials to videodisc so they might be evaluated by the students under computer control; (2) development of simulations that were examples of the use of learning theory in an actual classroom situation; and (3) conceptualization and development of authoring template tools. Due to important administrative changes in research support, the project was aborted midway. (JD)

ED 298 130

SP 030 572

ED 298 130 SP 030 572

Ochoa, Anna Reforming Preservice Education: An International Dimension. Executive Summary. Indiana Univ., Bloomington. Social Studies Devel-opment Center.

ons Agency—Fund for the Improvement of Post-econdary Education (ED), Washington, DC.

Pub Date-86 Grant-G008302355

Pub Date—86
Grant—G008302355
Note—35p.
Pub Type—Reports - Descriptive (141)
EDRS Pice - MF01/PC02 Plus Postage.
Descriptors—"Cross Cultural Studies, Elementary
Education, "Global Approach, Higher Education,
"International Education, Preservice Teacher Education, Program Development, "Teacher Education Programs
Identifiers—"Indiana University
The rapid growth of international dimensions in
American life creates a critical need for improvements in international education. Recognizing the
key role teachers play in efforts to improve and
expand our capacity as a nation to deal responsibly
and effectively with these dimensions of American
life, this project was designed to internationalize the
Indiana University elementary teacher education
program. The project goals stressed the development of a comprehensive interdisciplinary program
involving required courses for elementary education
majors. The courses are designed to: (1) incorporate
international content through instructional models
designed and tested by faculty; (2) provide
cross-cultural, experiential learning involving international students, the use of community resources
and university area studies expertise; and (3) emphasize critical thinking, decision making modules
and cooperative learning methods. Appended to
this descriptive report on the project is an outline of

considerations for developing a module for an inter-nationalized teacher education program. (JD)

## TM

ED 298 131 TM 011 462

Harnisch, Delwyn L. Rotheroe, Dave
ITEMBANK: An Itom Bank Package for the IBM
PC. User's Guide, Version 1.0.
Illinois Univ., Urbana. Inst. for Child Behavior and

Development.
Pub Date—Sep 86

Pub Date—Sep 86

Note—S2p; Low-cost basic manuals are available.
For related documents, see TM 011 463-465.
Available from—Dr. Delwyn L. Harnisch, Chairperson, Office of Educational Testing, Research,

erson, Office of Educational Testing, Research, and Service, University of Illinois at Urbana-Champaign, Room 123, Institute for Child Behavior and Development, 51 Gerty Drive, Champaign, II. 61820.

Pub Type—Reports—Research (143) — Guides—Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—Computer Assisted Testing, Essay Tests, Item Analysis, "Item Banks, "Menu Driven Software, "Microcomputers, Multiple Choice Tests, Objective Tests Identifiers—"IBM Personal Computer, "User Guides

Guides
This manual describes and explains the commands available in the ITEMBANK package (a comprehensive test item bank). True-false, multiple-choice, short-enswer, and essay items, as well as the associated answers, can be accommodated. Content domains and behavior categories exist for item classification. Most menus have instant action. Items and tests are displayed on the screen in a print formst. Each item file can have hundreds of items, and the number of item files is unlimited. Items can be printed for easy reference. Staistical data are and the number of item files is unlimited. Items can be printed for easy reference. Statistical data are stored for each item and each test, enabling performance on a test to be predicted. Stored items can be selectively incorporated into a test and a powerful editor allows for easy manipulation of tests. Materials other than items can be easily added to a test. Test questions are automatically numbered. Multiple forms of the same test can be created easily or surfamiliary or ordering the test questions manually or automatically. Tests and answer keys can easily be printed or displayed. Cross-references between different forms of the same test can be generated automatically. (TJH)

ED 298 132

Hamisch, Delwyn L. And Others

SFAP: Scan-Tron Forms Analysis Package for the
1BM-PC. User's Guide, Version 2.0.

Illinois Univ., Urbana. Inst. for Child Behavior and

Development.
Pub Date—May 86
Note—52p.; For rel -52p.; For related documents, see TM 011 462-465

462-465.

Available from—Dr. Delwyn L. Harnisch, Chairperson, Office of Educational Testing, Research, and Service, University of Illinois at Urbana-Champaign, Room 123, Institute for Child Behavior and Development, 51 Gerty Drive, Champaign, IL 61820.
Pab Type—Reports - Research (143) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—\*Computer Assisted Testing, Data Collection, \*Menu Driven Software, \*Microcomputers\*

puters
puters
Personal Computer, \*User

The Scan-Tron Forms Analysis Package (SFAP) The Scan-Tron Forms Analysis Package (SFAP) is a collection of integrated programs that allow an IBM-PC (or compatible) to collect data from a Scan-Tron 1200 forms reader. In addition to the basic data acquisition capability, the SFAP has additional capabilities related to the viewing and formating of incoming data. When used in combination with the Test Analysis Package or the Student-Problem Package, the SFAP provides an easy and manageable link between raw data and organized results. The SFAP provides four primary options: (1) reading of forms using the Scan-Tron 1200; (2) data conversion from raw data to an 80-column card image; (3) viewing and printing of data files; and (4) creation of new form parameters. (TJH)

ED 298 133

TM 011 464

Harnisch, Delwyn L. Romy, Neil SPP: Student Problem Package on the IBM-PC, User's Guide, Version 1.6. Illinois Univ., Urbana. Inst. for Child Behavior and

User's Guide, Version 1.0.

Illinois Univ., Urbana. Inst. for Child Behavior and Development.

Pub Date—Feb 85

Note—39p.; For related documents, see TM 011

462-465.

Available from—Dr. Delwyn L. Harnisch, Chairperson, Office of Educational Testing, Research, and Service, University of Illinois at Urbana-Champaign, Room 123, Institute for Child Behavior and Development, 51 Gerty Drive, Champaign, Il. 61820.

Pub Type—Reports - Research (143) — Guides - Non-Classroom (055)

Decument Not Available from EDRS.

Descriptors—\*Computer Assisted Testing, \*Item Analysis, \*Menu Driven Software, \*Microcomputers, \*Student Problems

Identifiers—\*IBM Personal Computer, Response Patterns, \*User Guides

This is a user's guide to the Student-Problem Package (SPP), a software package for the IBM-PC that provides three sub-programs for analyzing item response patterns. These analyses are based on student-problem (S-P) curve theory. The SPP User's Guide provides: (1) a brief introduction to response pattern analysis; (2) an overview of the sub-program capabilities; and (3) descriptions of the type of input data required as well as output generated. Directions are provided for creating a data file, specifying a file, entering descriptive test information, entering the answer key, selecting the S-P chart response characters, entering the classification table cut points, creating an output file, analysis of a data set resulting in a categorized S-P chart, and displaying a copy of a report. (TJH)

ED 298 134

Harnisch, Delwyn L. And Others
Test Analysis Package (TAP): A Microcomputer
Questionnaire and Item Analysis Program.
User's Guide for the IBM-PC. Version 2.0.
Illinois Univ., Urbana. Inst. for Child Behavior and

Illinois Univ., Urbana. Inst. for Child Behavior and Development.
Pub Date—Apr 85
Note—Apr 85
Note—56p.; For related documents, see TM 011
462-464.
Available from—Dr. Delwyn L. Harnisch, Chairperson, Office of Educational Testing, Research, and Service, University of Illinois at Urbana-Champaign, Room 123, Institute for Child Behavior and Development, 51 Gerty Drive, Champaign, IL 61820.
Pub Type—Reports - Research (143) — Guides - Non-Classroom (055)
Document Not Available from EDRS.
Descriptors—\*Computer Assisted Testing, Computer Graphics, \*Item Analysis, Item Banks, \*Menu Driven Software, \*Microcomputers, Test Interpretation, \*Test Soring Machines, Test Validity

lidity
lentiflers—\*IBM Personal Computer, \*User

Identifiers—"IBM Personal Computer, "User Guides
The Test Analysis Package (TAP) consists of three microcomputer programs that edit, score, summarize, and nanlyze student test data. Features of the TAP system include: (1) an editor that allows creation of a student test data file without the use of a separate word processor; (2) a scoring mechanism that can score a test data file of 999 students and 254 items against either a stored answer key or one created by the user; (3) a report generator that provides summary reports of statistics for students, items, and the test; (4) a test analyzer that generates various statistical summaries and graphic displays on test quality and student performance; and (3) a system utility that allows users to select a sub-set of the total test items for inclusion in the item analysis. No programming experience or extensive computer knowledge is assumed/required of users. (TJH)

ED 298 135 TM 011 822 ED 298 135
TM 011 822
Hambleton, Romald K. And Others
Identifying Potentially Blased Test Items: A Comparison of the Mantel-Haenszel Statistic and Several Item Response Theory Methods.

Spons Agency—Air Force Human Resources Lab., Brooks AFB, Texas.
Pub Date—16 Mar 88
Contract—F33615-84-C-0058
Note—37n: Paper presented at the Annual Meet-

Note—37p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 16-20, 1986). Pub Type—Reports—Research (143)—Speeches/-

Meeting Papers (150)
EDRS Price - MP01/PC02 Plus Postage.
Descriptors—Comparative Analysis, "Cutting Scores, Grade 9, "Item Analysis, Junior High Schools, Junior High School Students, "Latent Trait Theory, Minimum Competency Testing, Reading Tests, "Sex Blas, "Test Items Identifiers—"Mantel Heenszel Procedure, Plot Method, Route Mean Squared Difference Method, Total Area Method
Four item bias methods were studied. The methods compared include the Mantel-Haenszel statistic, the plot method, the route mean squared difference method, and the total area method; the latter two methods are based on item response theory. The test consisted of item responses of 451 male and 486 female inth graders to 75 test items on the 1985 Cleveland Reading Competency Test. Focus was on sex bias. Simulated data were used to set cut-off scores for interpreting the item bias statistics. Each method led to the identification of nearly the same set of potentially biased items. Methodological problems included imprecision in establishing cut-off points, Type I errors, and poor item parameter estimates. Results highlight the importance of the choice of interval on the ability scale over which item bias is measured. It appears that the Mantel-Heanszel statistic providers a quick, cheap alternative to the more laborious and expensive item response theory methods. Seven graphs and four tables are included. (TJH)

ED 298 136 TM 011 830 ED 298 130
Evaluation and Assessment Processes in Nobraska
Public Schools, A Staff Report, Education Interim Stady LR 181.
Nebraska Legislative Council, Lincoln. Legislativ
Research Div. lative Council, Lincoln. Legislative

serias Stady LR 181.
Nebraska Legislative Council, Lincoln. Legislative Research Div.
Spons Agency—National Conference of State Legislature Washington, D.C.
Pub Date—Feb 88
Note—162p.
Pub Type—Reports - Research (143)—Legal/Legislative/Regulatory Materials (190)
EDRS Price - MPBI/PCVP Plus Poetage.
Descriptors—Accreditation (Institutions), "Education, "Evaluation Methods, Evaluation Utilization, "Public Schools, School Districts, "School Effectiveness, State Programs Identifiers—Nebraska
During the spring of 1987, the National Conference of State Legislatures awarded the Nebraska Legislature a cost-sharing award to study local school evaluation processes. Embodied in Legislative Resolution 181, which has the purpose of studying school evaluation procedures, the studying school evaluation procedures, and the school officials, parents, and others with information on the means by which the Nebraska legislature evaluates state schools through the current locally-fed state-consumed data collection and retrieval system. The study involved a review of the literature on school assessment and evaluation, an examination of assessment and evaluation, an examination of sasessment and evaluation, an accanination of sasessment and evaluation, and critiques of the study's progress by educational experts. In addition, public hearings were conducted and the Nebraska Unicameral held the first annual Nebraska Legislative Issues Symposium o

ED 298 137

Cox. Pat L. Anderzon, Bererly L.

Evaluating a Three-Ring Circus-or, Understanding
Complex Change in Complex Circumstances.

Pub Date—Apr 88

Note—26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150) EDRS Price - MF61/PCO2 Ples Postage. Descriptors—"Educational Assessment, Education, "Evaluation Methods, "School Districts, "State

tional Change, Elementary Secondary Education, 

\*Evaluation Methods, \*School Districts, \*State 
Programs 
Identifiers—Nonlinear Models 
An educational evaluation design based on a 
non-linear model of change is presented for use in 
configuring statewide and/or district-wide systems 
to support schools in which all students learn to 
think and acquire basic skills and information. Discussed as a concrete example is Connecticut's Common Core of Learning (CCL), which describes what 
the outcomes for students educated in Connecticut 
should be in terms of motivation, intellectual curiosthough the students educated in Connecticut 
should be in terms of motivation, intellectual curiostity, self-esteem, skills and competencies, and understandings and applications. The CCL represents a 
departure from common policy practices. Components of the strategy address collaboration and inclusion of all pertinent educators, action based on 
a shared new vision of the nature of education, reflection upon the whole of the enterprise, evaluation 
of large-scale and complex improvement efforts, datauation design has been found to be particularly appropriate after two years of implementation of the 
improvement effort for determining means to reinvigorate and focus the effort. A comprehensive outline of the method is appended. (TJH)

ED 298 138

ED 298 138 TM 012 01
Kennedy, Robert L.
Statistical Methodology Content Analysis of Se-lected Educational Research Journals.
Pub Date—88 TM 012 018

Pub Date—88
Note—16p.
Pub Type— Reports - Research (143) — Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Content Analysis, \*Educational Research, Literature Reviews, \*Meta Analysis, \*Perriodicals, \*Research Methodology, Statistical
Analysis, \*Statistical Inference, Teacher Education.

Sixty-seven educational research journals were investigated to determine the frequency of usage of
inferential statistical techniques therein. The most
frequently used statistical methodologies in the literature reviewed, which utilized inferential approaches, are the following: analysis of variance,
correlation, t-test, multiple analysis of variance,
multiple regression, chi square, post-hoc multiple
comparisons, analysis, log-linear analysis, and path
analysis. For the research instructor concerned
about discussing the currently applied methodologies in educational research and statistics classes,
these techniques merit consideration. While this list
is certainly not definitive, the related literature supports a focus on at least the first few methods in the
list. (Author)

ED 298 139 TM 012 022

ED 298 139

Sumartojo, Esther
Aa Evaluation of the Houston Job Training Partnership Council's Summer Basic Training Partnership Council's Summer Basic Training Programs for Secondary Students.

Pub Date—Apr 88

Note—379.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).

Pub Type—Reports — Evaluative (142) —
Speeches/Meeting Papers (150)

EDRS Price - MF01/F012 Plus Postaga.

Descriptors—Attendance, Dropouts, "Educational Assessment, "Job Training, Mathematics Tests, Program Evaluation, Reading Tests, Secondary Education, "Secondary School Students, Self Esteem, Student Attitudes, "Summer Program, Teacher Attitudes, Writing Evaluation Identifiers—"Job Training Partnership Act 1982, "Texas (Houston)

Identifiers—"Job Training Partnership Council's Texas (Houston) Training Partnership Council's (HJTPC) Summer Basic Training Programs consisted of eight-week summer training programs at 14 sites that were provided by six organizations under contracts. Evaluation of the program involved pre-testing and post-testing at each site on achieve-ment in reading, mathematics, and writing pre-test-ing and post-testing on self-esteem and self-efficacy; and surveying participants, teachers, and program coordinators on their assessments of the programs. A total of 1,182 participants and 47 teachers com-pleted assessment surveys. During the subsequent

ochool year (1986-87), 1,128 HJTPC students were tracked in terms of course grades, course proficiency test scores, performance on the Texas Educational Assessment of Minimum Skills, school attendance, and dropout rates. Comparison data were obtained on 1,128 Houston Independent School District students. Results indicate that: (1) program providers should be required to demonstrate the adequacy of their facilities; (2) a longer planning period is needed; (3) each program site should have a coordinator; and (4) a system for receiving and reviewing complaints should be established. The HJTPC programs were not particularly effective in improving the performance or attendance of participants. Huwever, upper-level high school students were helped by the program; they were probably motivated to complete scademic requirements for graduation. (TJH)

ED 298 140

ED 298 140

Dunmire, Phylliann M. And Others
Confirmatory Maximum Likelihood Factor Analysis as Applied to Measures of Social Intelligence within the Structure-of-Intellect Model.

Pub Date—Apr 83
Note—12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF91/FO01 Piss Postage.
Descriptors—Behavior Patterns, "Factor Analysis, "Intelligence Teats," Maximum Likelihood Statistics, Models, "Social Cognition Identifiers—"Confirmatory Factor Analysis, First Order Cognitive Analysis, Higher Order Skills, "Structure of Intellect Confirmatory maximum likelihood factor analysis was used to determine how accurately each of several hypothesized cor-binations of first-order and/or higher-order factors could describe the covariation within selected sub-martice takes from the total correlation matrix originally analyzed by M. O'Sullivan et al. (1965). Focus was on evaluating the goodness-of-fit of six models portraying different hypothesized or structures and reproducing selected correlation matrix of variables including both anchor tests or reasonably well-established factorial content and experimental measures of social intelligence designed to reflect selected constructs within the structure-of-intellect model of intelligence. Results indicasts that: (1) confirmatory analysis permitted the reproduction of first- and higher-order factors within the social intelligence portion of the structure-of-intellect model: (2) a single higher-order factors within the social intelligence portion of the structure-of-intellect model: (2) a single higher-order factors identified by O'Sullivan et al. were not supported. (TJH)

ED 298 141 TM 012 226 Think about It: Volume III, Part I. A Collection of Articles on Higher Order Thinking Skills. REACH: Realistic Educational Achievement

Articles on Higher Order Thinking Skills. REACH: Realistic Educational Achievement Can Happes.

Exas Education Agency, Austin. Report No.—GES-302-02

Pub Date—Mar 88

Note—118p.

Available from—Publications Distribution Office, Texas Education Agency, 1701 North Congress Ave., Austin, TX 78701 (\$6.00).

Pub Type—Collected Works—General (020) — Reports—Research (143)

EDRS Price—MF91/PC05 Pins Postage.

Descriptors—Academic Achievement, Basic Skills, Classroom Techniques, Cognitive Processes, Educational Assessment, Elementary Secondary Educationa, \*English Instruction, Journalism Education, \*English Instruction, Journalism Education, Problem Solving, \*Reading Instruction Instruction, Research Reports, \*Science Instruction, Social Studies, Writing Instruction
Identifiers—\*Higher Order Skills, Texas, \*Thinking Skills

Twenty-three papers on the use of higher order

Skills
Twenty-three papers on the use of higher order thinking approaches to improve basic skills education are presented. The key note article in (1) "A Case for Higher Order Thinking" (G. Garcis, Jr.). Under the heading "English Language Arts" are: (2) "Developing an Elementary Writing Program" (K. Contreras); (3) "Revision in the Writing Process" (L. van Allen); and (4) "Thinking Skills in Journal-

ism and Speech Communication" (L. Richard). Under "Library Media" are: (5) "Thinking Experiences are Library Experiences" (J. Kahler), and (6) "Thinking Skills and High School Libraries" (M. Boyvey). Under "Mathematics" are: (7) "Putting Computation in Its Place: Technology As a Bridge To Thinking" (C. S. Peavler): (8) "Problem Solving in Junior through Graphing" (R. J. Devlacourt): (9) "Using Geometry To Teach Problem Solving in Junior High" (B. Montalto): (10) "Thinking in Mathematics and the TEAMS Exit Test" (B. Hopkins); and (11) "Developing Thinking in the Fundamentals of Mathematics Class" (B. Montalto). Under "Reading" are: (12) "Thinking and Literature: A Plan for Prekindergarten and Kindergarten Teachers" (A. Beckett); and (13) "Thinking and Literature: A Plan for Seventh and Eighth Grade Reading Improvement" (C. Davis and M. Paulissen). Under "Science" (B. ten Brink); and (15) "Thinking Excellence" (B. ten Brink); and (15) "Thinking Skills and Secondary School Science" (K. Beily). Under "Social Studies" are: (16) "Questioning Strategies in Social Studies" (L. Grigar); (17) "TEAMS Skills in Social Studies" (L. Grigar); (17) "TEAMS Skills in Social Studies" (D. Ketteman). (18) "Teaching Thinking in Secondary Social Studies" (E. Grigar); (27) "Thinking in the Fine Arts" (J. Sommer, J. Rollins, K. Wheetley); (22) "Helping Young Children Think' (A. Beckett); and (23) "Instruction and Assessment Must Match" (S. Wiedenbann). (TJH)

ED 298 142 TM 012 227 ED 298 142

TM 012 227

Mathematics Objectives and Measurement Specifications: 1986-1990, Grade 3. Texas Educational Assessment of Minimum Skills.

Texas Education Agency, Austin. Div. of Educational Assessment.

Report No.—GB6-723-01

Pub Date—86

Note—30p.

Available from—Publications Distribution Office,
Texas Education Agency, 1701 North Congress

Ave., Austin, TX 78701.

Pub Type—Reports. Descriptive (141)

Available from—Fublications Distribution Office, Texas Education Agency, 1701 North Congress Ave., Austin, TX 78701.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF91/PC92 Plus Pestage.

Descriptors—Behavioral Objectives, Computation, Educational Objectives, Geometry, "Grade 3, Mathematics Instruction, "Mathematics Tests, "Minimum Competency Testing, "Number Concepts, Primary Education, Problem Solving, Standards, "State Programs, Test Construction, Testing Programs, Test Items Identifiers—Texas Educational Assessment of Minimum Skills

Mathematics learning objectives and specifications for third graders, which are congruent with the Texas "State Board of Education Rules for Curriculum," are presented. They are designed for use by teachers and test development specialists involved with the preparation of the Texas Educational Assessment of Minimum Skills (TEAMS) tests, Beginning with the 1985-86 school year, the TEAMS tests bave been based on these objectives Skill areas covered by the objectives include: (1) arrange three whole numbers (Whs) from least to greatest to greatest to least; (2) identify the place value for a given digit of a three-or four-digit Wh; (3) complete a pattern involving multiples of 2, 3, 4, 5, or 10; (4) express Whs in expanded notation; (3) use pictorial models to identify fractional parts of a whole or of a group of like objects; (6) add Whs having up to three digits; (7) subract Whs hav

TM 012 229 Marsh, Herbert W. And Others
Manculinity and Femininity: A Bipolar Construct
and Independent Constructs.
Pub Date—11 Jun 88

Pub Date—11 Jun 88
Note—39p.
Note—39p.
Available from—Herbert W. Marsh, Faculty of Education, University of Sydney, New South Wales
2006, Australia.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—\*Androgyny, College Students, Con-

struct Validity, "Factor Analysis, Multitrait Multimethod Techniques, Personality Measures, Psychouetrics, "Rating Scales, "Self Esteem, "Sex Differences, "Social Desirability Identifiers—Bipolar Trait Ratings Scales, Confirmatory Factor Analysis, "Masculinity Femininity Variable

tory Factor Analysis, "Masculinity Femininity Variable
Data from the authors' previous research (1979, 1980, 1987), consisting of responses to five masculinity-femininity (M-F), two esteem, and two social desirability instruments, were renailyzed. The subjects were 104 male and 133 female college students who completed the: Bem Ser. Role Inventory, Personal Attributes Questionnaire, ANDRO instrument and Social Desirability Scale from the Personality Research Form, Pemininity Scale of the California Psychological Inventory, Masculinity versus Femininity Scale of the Comrey Personality versus Femininity Scale of the California Psychological Inventory, Pasculinity versus Femininity Scale of the California Psychological Inventory, and Self-Acceptance Scale. Correlations Grow of the instruments. Applying confirmatory factor analysis (CFA) and hierarchical CFA, the dimensionality of M-F and the influence of method/halo effects in responses to specific instruments were studied. The best fitting model identified three higher-order factors. In support of traditional personality theories, one factor was a bipolar M-F construct, but in support of analysis (CFA) and the influence of method/halo effects in responses to specific instruments were reasonably invariant for men and women; methodological implications of this finding are substantial. In subsequent analyses, the higher-order M-F factors were related to esteem, social desirability, and gender in order to further test interpretations of the M-F factors. Six tables and four figures conclude the document. (TJH)

ED 298 144 Marsh, Herbert W. Confirmatory Facto TM 012 230 onfirmatory Factor Analyses of Multitrait-Mul-timethod Data: Many Problems and a Few Solutions

Solutions. Pub Date-22 Jul 88

Pub Date—22 Jul 88

Note—42p.

Note—42p.

Pub Type— Reports - Research (143)

EDRS Price - MPDI/PC02 Plus Postage.

Descriptors—Construct Validity, \*Pactor Analysis, \*Multitrait Multimethod Techniques, Research Methodology, \*Research Problems

Identifiers—\*Confirmatory Factor Analysis, Pacassas Lientification

Methodology, "Research Problems Identifiers—"Confirmatory Factor Analysis, Parameter Identification During the last 15 years, there has been a steady increase in the popularity and sophistication of the confirmatory factor analysis approach to multitrait-multimethod (MTMM) data. However, important problems exist, the most serious being the ill-defined solutions that plague MTMM studies and the assumption that so-called method factors primarily reflect the influence of method effects. In three different MTMM studies—by T. M. Ostrom (1969), B. M. Byrne and R. J. Shavelson (1986), and H. W. Marsh and R. Ireland (1984)-ill-defined solutions were frequent and alternative parameterizations designed to solve this problem tended to mask the symptoms instead of eliminating the problem. More importantly, so-called method factors apparently represented trait variance in addition to, or instead of, method variance for at least some models in all three studies. Further support for this counter interpretation of method factors was found when external validity criteria were added to the MTMM models and correlated with the trait and so-called method factors. This problem invalidates the traditional interpretation of trait and method factors and the comparison of different MTMM models. A new specification of method effects as correlated uniqueness instead of method factors and found to be less prone to ill-defined solutions and, apparently, to the confounding of trait and method effects. Two tables conclude the document. (Author/TJH)

ED 298 145

Marsh. Herbert W. Gruynon, Durid

Marsh. Herbert W. Gruynon, Durid

Pablic/Catholic Differences in the High Schoe
and Beyond Data: A Multi-Group Structure
Equation Modelling Approach to Testing Mea Differences.

Pub Date—88

Note—43p.; Some pages are marginally legible.
Pub Type—Reports - Research (143)

Pub Type—Reports - Research (143)

EDRS Price - MP0L/PO2 Plus Postage.

Descriptors—Academic Achievement, Academ

Aspiration, \*Achievement Tests, \*Cath TM 012 232

ally legible.

\*Catholic

Schools, Comparative Analysis, Differences,

\*Grade 12, High Schools, High School Students,
Latent Trait Theory, Outcomes of Education,

\*Public Schools, Religious Education, School Effectiveness, \*Scores
Identifiers—\*High School and Beyond (NCES),
Latent Structure Analysis, LISREL Computer
Program, \*Structural Equation Modeling Approach

Latent Structure Analysis, LISREL Computer Program, "Structural Equation Modeling Approach Previous research with the large, nationally representative High School and Beyond data has compared senior year achievement test scores for public and Catholic high school students after controlling for background variables and sophomore year test scores. These analyses, however, were based on traditional applications of multiple regression with its implausible assumptions that variables are measured without error and that residuals are uncorrelated. The present study demonstrates tests for mean differences on latent constructs using the LISREL approach to multi-group structural equation modelling for this substantively important issue. Data on 10,507 students from 853 public and 80 Catholic high schools were analyzed. Public/Catholic differences, even after controlling for background and sophomore outcomes, favored Catholic high school students on senior year outcomes (achievement, educational aspirations, and academic course selection) and subsequent college attendance. These public/Catholic differences were similar for students differing in race, socioeconomic status, and initial ability. However, public/Catholic differences are similar for students in achievement, educational aspirations, and college attendance were apparently mediated by the academic orientation of course selection. The flexibility, advantages, and limitations of this multi-group structural equation modelling annorach are disdermic orientation of course selection. In a textusi-ity, advantages, and limitations of this multi-group structural equation modelling approach are dis-cussed. Six tables and multiple figures and equations conclude the document. (Author/TJH)

cussed. Six tables and multiple figures and equations conclude the document. (Author/TJH)

ED 298 146

Kaiser, Javaid Trucy, Dick B.

Estimations of Missing Values by Predicted Scores.

Pub Date—Aug 88

Note—20p; Paper presented at the Annual Meeting of the American Statistical Association (New Orleans, LA, August 24, 1988).

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MP01/PC01 Plus Postage.

Descriptors—Comparative Analysis, Computer Simulation, "Estimation (Mathematics), "Predictor Variables, "Regression (Statistics), Sample Size, "Scores Identifiers—"Missing Data

The predicted scores produced by regression with (1) single best predictor, (2) two best predictors, (3) all predictors with observed values, and (4) all predictors with or without observed values were compared with variable means as estimates of missing values. The study was conducted in a simulation mode on nx8 data matrices using various levels of sample size, proportion of incomplete records, and the number of missing values per record. Imputation methods were compared in terms of estimating means, the quality of missing value estimates, and the impact of imputation on covariance structure. The data indicated that the regression method was superior to the zero order method for all three criteria. All variations of the regression method and the zero order method produced biased estimates of means. One table and 18 graphs conclude the document. (Author/TJH)

ED 298 147

TM 012 237

ED 298 147

Pugh. Wesley C.

An Analysis of Multiple Indicators To Evaluate School Improvement Projects.

Pub Date—May 88

Note—38p; Paper presented at the Annual Conference of the Eastern Evaluation Research Society (Villanova, P.A. May 23, 1988).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Curriculum Development, "Educational Environment, Educational Improvement, Elementary Secondary Education, Planning, Program Evaluation," Program Improvement, "Public Schools, "School Effectiveness Identifiers—Multidimensional Approach, "Philadelphia School District PA, "Replicating Success Project, School Climate Profile Results of a comprehensive study of the school climate component in the School District of Philadelphia's school improvement project—the Replicat-RIE JAN 1999

ing Success Project (RSP)-are reported. The RSP study, which was implemented in a large urban public school system, uses multiple indicators and a chart essay in reporting findings in order to present an evaluation that is useful to decision makers. The RSP focuses on school climate, using multiple indicators to assess school climate at the 20 RSP schools and six school-wide project sites. Data analysis consisted of both quantitative and qualitative indicators. sisted of both quantitative and qualitative indicators of school climate. Findings indicate that: (1) no deof school climate. Findings indicate that: (1) no definitive claims of improvement in the overall project can be determined after three years of program operation (1984-87); (2) staff perceived school climate improvements, although quantitative results are mixed; (3) the RSP should emphasize school-based leadership; (4) involvement of central office research/evaluation and curriculum staff should continue; (5) long-range administrative stability within the project is imprestive; (6) school-wide project emphases should be expanded to other schools within the program; and (7) recognition and duplication of "pockets of excellence" are needed. (Author/TJH)

TM 012 238

ED 298 148
Carlson, Robert E.
Alternative Procedures for Collecting and Analyzing Job-Relatedness Judgments in NTE
Test-Appraisal Studies.
Pub Date—Apr 88
Note—19p; Paper presented at the Annual Meetings of the American Educational Research Association (New Orleans, L.A., April 5-9, 1988) and the National Council on Measurement in Education (New Orleans, L.A., April 6-8, 1988).
Puh Tyne—Reports - Research (143) — Speeches/-

tion (New Orleans, L.A., April 6-8, 1988).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Content Validity, Item Analysis, Job
Performance, \*Licensing Examinations (Professions), \*National Programs, Research Methodology, Scores, \*Teacher Certification, Teacher
Education, Test Theory, \*Test Validity
Identifiers—\*Job Relatedness, \*NTE Core Battery,
Test Amorganistenses.

Education, Test Theory, "Test Validity Identifiers—"Job Relatedness, "NTE Core Battery, Test Appropriateness
Early National Teacher Examinations test-appraisal studies focused only on the extent to which the content covered on a test matched the content of teacher education curriculas. Recently, there has been a shift in emphasis from adequacy-of-preparation, which is now seen by many as irrelevant to establishing the appropriateness of a teacher ticensure examination, to job-relatedness. The procedures used to collect and analyze job-relatedness judgments in many studies, however, seem designed to yield positive results. Alternative procedures are described: (1) focusing the judgments to be made on necessity for successful job performance, rather than on relevance to the job; (2) asking for a total-test judgment regarding how well the tested content represents the entire domain of necessary content; and (3) computing an average per-item score, rather than a majority index. These procedures pose a more rigorous test of a licensure examination's job-relatedness. They incorporate the legal and professional requirements of appraising licensure tests, and they yield richer, more meaningful data regarding the appropriateness of using a test as a licensure requirement. (Author/TJH)

ED 298 149

TM 012 242

ED 298 149 TM 012 24
Froman, Richard L., Jr.
An Empirical Foundation for a Taxonomy of Ho-

mor. Pub Date—[88]

Pub Date—[192]
Note—7p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Classification, \*Humor, Interrater
Reliability, \*Psychometrics, Undergraduate Stu-

Reliability, "Psychomeuses, dents Identifiers—"Empirical Research
The reliability of a taxonomy of humor was tested in two studies. The first study involved rater identification of nine categories for humorous incidents excerpted from television comedy programs (wordplay, exaggeration/understatement, contrast, audience knowledge, agrression, emotion, taboo, parsfall/alapstick, and repetition). The second study, undertaken to remedy shortcomings of the first, involved refinement of the following categories resulting from the first study (exaggeration/understatement, contrast, sudience knowledge, emotion, taboo, aggression, and repetition). These categories were tested for interrater agreement using undergraduate participants trained to recognize the cate-

gories. Definitions of the categories were devel-oped. Further refinement of the typology should result in subsuming repetition under exageration-/understatement. A test will be developed to pro-vide a profile of an individual's sense of humor based on their preference for humor of particular categories. (TJH)

TM 012 243 Clegg, Victoria L. Cashin, William E. Improving Multiple-Choice Tests. IDEA Paper No. 16.

No. 10. Kansas State Univ., Manhattan. Center for Faculty Evaluation and Development in Higher Educa-

Evaluation and Development in Higher Education.

Pub Date—Sep 86
Note—5p.
Available from—Center for Faculty Evaluation and
Development, Division of Continuing Education,
Kansas State University, Manhattan, KS 66505
(PC \$1.00, 25-99 copies \$0.20 each, 100 or more
\$0.15 each).

Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Faculty, Higher Education,
Learning, "Multiple Choice Tests, "Teacher
Made Tests, "Test Construction
The definition, nature, limitations, and strengths
of multiple-choice test items are reviewed; and reccommendations on the development and use of such
items are presented. Many teacher-made multiple-choice tests can be significantly improved. Suggestions for layout organization and an interpretive
approach to relationships among items on one test
are provided. It is concluded that multiple-choice
items permit the testing of higher levels of student
learning, which are appropriate to college-level students but often are not tested by teacher-made tests
including essay as well as selected response tests).
The increased use of interpretive exercises in college-level tests is advocator. A list of standard text
books that provide detailed suggestions for design of
multiple-choice items is appended. (TJH)

ED 298 151

ED 298 151 TM 012 244

ashin, William E. mproving Essay Tests, IDEA Paper No. 17. ansas State Univ., Manhattan. Center for Faculty Evaluation and Development in Higher Educa-

Evaluation and Development in Higher Education.

Pub Date—Jan 87

Note—5p.
Available from—Center for Faculty Evaluation and Development, Division of Continuing Education, Kansas State University, Manhattan, KS 66506 (PC \$1.00, 25-99 copies 30.20 each, 100 or more \$0.15 each).

Pub Type—Reports - Evaluative (142)

EDRS Price - MPBI/PCBI Plus Pestage.

Descriptors—College Faculty, \*Easay Tests, Higher Education, Learning, \*Scoring, Teacher Made Tests, \*Test Construction

Essay tests, despite their limitations, have a number of strengths and, therefore, appropriate uses in higher education, as long as users are aware of the limitations. Essay questions (extended response and restricted response) are designed to assess student learning. There is considerable agreement in the educational measurement literature about how essay tests can be improved Topics addressed in this apper include the nature of an essay test, strengths and imitiations of essay tests, and recommendations on appropriate applications, test construction, and scoring. The most notable strength of the essay test is its ability to measure writing composition skills. Serious limitations concern the reliability of essay tests. In all, 25 recommendations are presented. (TJH)

ED 298 152

Hanna, Gerald S. Cashin, William E.

Matching Instructional Objectives, Subject Matter, Tests, and Score Interpretations. IDEA
Paper No. 18.

Kansas State Univ., Manhattan. Center for Faculty
Evaluation and Development in Higher Educa-

Pub Date-Sep 87

Pub Date—Sep 27
Note—Tp.
Note—Tp.
Available from—Center for Faculty Evaluation and
Development, Division of Continuing Education,
Kansas State University, Manhattan, KS 66506
(PC \$1.00, 25-99 copies \$0.20 each, 100 or more
\$0.15 each).
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC01 Ples Postage.

Descriptors—Behavioral Objectives, College Curriculum, Curriculum Development, Educational Development De

Larsen, Knud S. And Others AIDS Victims and Heterosexual Attitudes. Pub Date—[87] ED 298 153 TM 012 246

Pub Date—[87]
Note—23p.
Pub Type— Reports - Evaluative (142)
Pub Type— Reports - Evaluative (142)
EDRS Price - MPDI/PCDI Plus Postage.
Descriptors—"Acquired Immune Deficiency Syndrome, "Attitude Measures, "Homosexuality, Rating Scales, "Social Attitudes, Student Attitudes, "Test Construction, Test Reliability, Test Validity, Undergraduate Students
Jdentifers—"Likert Scales
Jdentifers—"Likert Scales

"The study reports on the development of a Likert

tudes, "Test Construction, Test Reliability, Test Validity, Undergraduate Students Identifiers—"Likert Scales This study reports on the development of a Likert scale measuring attitudes toward Acquired Immune Deficiency Syndrome (AIDS) victims (ATAV) in five phases. Participants included a total of 215 male and 268 female undergraduates at Oregon State University. The results for phase 1 yielded a scale with high part-whole correlations, corrected spiti-half reliability, and alpha coefficients. The following phases yielded significant correlations between the ATAV scale and attitudes toward homosexuals, homosexual parenting, other minority groups, capital punishment, and sexually liberal attitudes. Attitude toward homosexuals comprise the central component in attitudes toward AIDS victims. A varimax rotated factor analysis of the ATAV yielded one primary factor accounting for ATS.9% of the variance. It appears that sexually liberal attitudes may reflect tolerance that includes sympathy for victims of AIDS. (Author/TJH)

ED 298 154 TM 012 250

Wallace, Gaylen R.
RSE-40: An Alternate Scoring System for the
Rosenberg Self-Esteem Scale (RSE),
Pub Date—Jan 88

Validity
Identifiers—Guttman Scales, \*Rosenberg Self Esteem Scale
The Rosenberg Self-Esteem Inventory (RSE) is a
10-item scale purporting to measure self-esteem using self-acceptance and self-worth statements. This
analysis covers concerns about the degree to which
the RSE items represent a particular content universe, the RSE's applicability, factor analytic methods used, and the RSE's reliability and validity. A
new Likert scoring method is proposed as an alternative to that used for the original scale (the Guttman acaling method). Besides being difficult to
score, criticisms of the Guttman scaling technique

exist in the psychometric literature. The newly proposed scoring method, unlike the previously used method, seems to be able to distinguish among several personality and task-specific variables. Both the Guttman scaled RSE and the Likert scaled RSE appear to be unidimensional and seem to have adequate reliability and validity. However, since the response continuum of the original RSE has all the characteristics of the Likert scaling method and the 40-point Likert method has been used in other studies, use of the Likert scoring system is recommended. (TJH)

ses, use of the Likert scoring system is recommended. (TJH)

ED 298 155

Robey, Randall R. Barcikowski, Robert S.
The Number of Iterations in Monie Carlo Studies of Robustiness.
Pub Date—Apr 88

Note—Ilp; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF61/PC01 Pins Postage.
Descriptora—\*Effect Size, \*Monte Carlo Methods, Simulation, \*Statistical Significance Identifiers—Confidence Intervals (Statistics), Iterative Methods, \*Robustness, \*Type I Errors A recent survey of simulation studies concluded that an overwhelming majority of papers do not report a rationale for the number of iterations accarded out in Monte Carlo robustness (MCR) experiments. The survey suggested that researchers might benefit from adopting a hypothesis testing strategy in the planning and reporting of simulation studies. This paper presents a table of the number of iterations necessary to detect departures from a series of nominal Type I error rates based upon hypothesis testing logic. The table is indexed by effect size, by significance level, and by power level for the two-tailed test that a proportion equals some construction of a confidence interval is discussed and dismissed. The MCR research design demands an adequate definition of robustness and a sufficient sample size to detect departures from that definition. (Author/TJH)

ED 298 156

Bender, Timothy A. Hom, Harry L. Jr.
Individual Differences in Achievement Orientation
and Use of Classroom Feedback.
Pub Date—Apr 88

Note—18p; Paper presented at the Annual Meeting of the American Educational Research Associstion (New Orleans, LA, April 5-9, 1988).
Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MP01/PO1 Plus Postage.
Descriptors—"Academic Achievement, "Academically Gifted, "Achievement Need, Classroom
Techniques, Elementary School Students, "Feedback, Grade 7, Grade 8, "Individual Differences,
Junior High Schools, Reading Tests, "Student
Motivation
Identifiers—"Motivational Orientation Scale

Junior High Schools, Reading Tests, "Student Motivation Identifiera—"Motivational Orientation Scale Individual differences in achievement orientation are compared with differences in gifted students' use of feedback on a classroom exam. The achievement orientation of 57 seventh- and eighth-grade gifted students was measured using the Motivational Orientation Scale (MOS). There were 33 males and 24 females. As part of their regular classroom experience, the students read a 16-paragraph fectional, anthropological report; answered a 30-item multiple-choice test covering the material; and received feedback within two minutes of completing the test. Two days later, all students completed the same test. Correct response and error analysis scores were compared with acores on the MOS. The analyses included regressional analyses and a full correlation matrix consisting of five motivation subscale scores, pre- and post-test scores, and conditional probabilities of five response patterns. Individual differences in motivational orientation was found to be related to post-test performance and the students' use of feedback. Four data tables and a flowchart conclude the document. (TJH)

TM 012 262 ED 298 157

Berenson, Gerald S. And Others

Measuring Knowledge of Children Regarding
Health: Preliminary Technical Reports for the
"Heart Smart" Tests.

Spons Agency—National Heart, Lung, and Blood
Inst. (DHHS/NIH), Bethesda, MD. Div. of Lung

Diseases. Pub Date—Nov 87

Note—53p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (16th, Mobile, AL, November 11-13,

valiable from—Gerald S. Berenson, Department of Cardiology, Louisiana State University Medi-cal Center, 1542 Tulane Ave., New Orleans, LA

70112-2822.

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150) — Tests/Questionnaires

Meeting Papers (150) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Pestage.
Descriptora—Cardiovascular System, "Elementary School Students, Grade 4, Grade 5, Grade 6, "Health Education, Heart Disorders, Intermediate Grades, "Item Analysis, Knowledge Level, Physical Health, "Psychometrics, Sampling, "Test Reliability, Test Validity Identifiers—"Heart Smart Cognitive Tests
This study investigated the measurement integrity of the "Heart Smart" cognitive tests. Designed for fourth, fifth, and sixth graders, the tests measure health-related knowledge involving physiology, nutrition, exercise, and behavioral skills. The report presents tables of specifications, test floors and ranges, a demographic profile of the sample, item analyses, and test reliability analyses. Also reported are analyses investigating the generalizability of results to national samples. Results generally support a conclusion that the measures have psychometric integrity. The "Heart Smart" Cognitive Tests are appended. (Author/TJH) nded. (Author/TJH)

ELD 298 158

Owen, Steven V. Froman, Robin D.

Development of a College Academic Self-Efficacy
Scale.

Pub Date-Apr 88

Note—Sp.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 6-8, 1988). Pub Type—Reports - Research (143) — Speeches/-Measurements - Research (143) — Speeches/-

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Academic Aptitude, "College Stu-dents, Difficulty Level, Higher Education, "Rat-ing Scales, Self Actualization, "Self Evaluation (Individuals), "Test Construction, Test Reliabil-ity, Test Validity
Identifiers—"College Academic Self Efficacy Scale, "Likert Scales

\*Likert Scales

This study concentrates on the development and estimation of measurement properties of the Col-lege Academic Self-Efficacy Scale (CASES). Three lege Academic Self-Efficacy Scale (CASES). Three university faculties in education and psychology developed a pool of routine, frequent academic behaviors of college students. The pool was examined by seven graduate teaching assistants and trimmed and reworded based on their suggestions, before being rated by 93 undergraduate educational psychology students. A 31-titem assortment without hierarchical arrangement resulted. A five-point Likert-type instruction was appended. For reliability estimation, the scale was administered twice over an eight-week period to another group of 88 educational psychology students, Concurrent validities were estimated over students, Concurrent validities were estimated dents. Concurrent validities were es h two different criteria, and factorial validity was with two different criteria, and factorial validity was estimated via exploratory principal factor analysis. Finally, a new sample was asked to estimate the difficulty of performing each of the behaviors listed in the scale. Results indicate that the preliminary measurement properties of the CASES are encouraging. Additional validity studies are recommended. (TJH)

ED 298 159 TM 012 265 Duby, A. Sonderup, L.
Evaluation Report on an Educational Teletext
Programme about AIDS.
Pub Date—Jul 87

Note-9p.; Paper presented at the Conference of the Communication Association of Japan (Tokyo,

Note—9p.; Paper presented at the Conference of the Communication Association of Japan (Tokyo, Japan, July 1987).

Pub Type— Reports - Evaluative (142) — Speeches (Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Acquired Immune Deficiency Syndrome, \*Broadcast Television, Educational Television, \*Health Education, \*Mass Instruction, Program Evaluation, Programing (Broadcast), Public Health, \*Social Attitudes, Television Research, \*Videotex Identifiers—\*South Africa
An evaluative research study was undertaken to

An evaluative research study was undertaken to

provide the South African broadcasting industry with information on the feasibility of using video mass media approaches for public education on the Acquired Immune Deficiency Syndrome (AIDS). Specifically, the research was designed to determine public knowledge of and attitudes toward AIDS and shifts in knowledge and attitudes after viewing a teletext program on the disease. Study respondents were administered questionnaires prior to and after viewing the teletext program. Most respondents ranged in age from 17 to 25 years. Results indicate that: (1) respondents had a positive reaction to the teletext program; (2) the knowledge level of the viewers was raised significantly; and (3) respondents changed their opinions of AIDS in a number of ways. Since only a small number of South Africans possess teletext decoders and since the leading information source of the public is television, it is recommended that suitable AIDS programming be developed or purchased for airing on South African television. (TJH)

ED 298 160 TM 012 277

Ed. 270 1901

Writing Objectives and Measurement Specifications, 1986-1990, Grade 5. Texas Educational
Assessment of Minimum Skilla (TEAMS).
Texas Education Agency, Austin. Div. of Educational Assessment. Report No.—GE6-725-06 Pub Date—86

Note—33p.; For related documents, see TM 012 278, and TM 012 283-284. Available from—Publications Distribution Office,

Available from—Publications Distribution Office, Texas Education Agency, 1701 North Congress Ave., Autin, TX 78701.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MP01/PC02 Plus Postage.

Descriptors—Behavioral Objectives, Capitalization (Alphabetic), \*Educational Objectives, Education (Alphabetic), \*Educational Objectives, Edementary School Students, English, \*Grade, Grammar, Intermediate Grades, \*Minimum Competency Testing, Punctuation, Sentence Structure, Spelling, State Programs, Story Telling, (Composition), \*Writing Evaluation, Writing Instruction, Writing Skills Identifiers—Proofreading, \*Texas Educational Assessment of Minimum Skills
The writing learning objectives for fifth graders contained in this volume are congruent with the Texas "State Board of Education Rules for Curriculum." These objectives and the measurement speci-

lum." These objectives and the measurement speci-fications are provided for use by teachers and other educators responsible for student instruction and for educators responsible for student instruction and for test development specialists involved with the prep-aration of the Texas Educational Assessment of Minimum Skills (TEAMS) tests. Beginning with the 1983-86 school year, the TEAMS tests were based upon the objectives in this publication. Skill areas covered by the objectives include: (1) show knowl-edge of standard capitalization; (2) show knowledge of standard punctuation; (3) recognize correct spel-ling of commonly used words; (4) show knowledge of correct English usage; (5) show ability to distin-guish complete sentences from fragments and/or rus-ons; (6) show ability to proofread a written communication; (7) write a composition to describe rus-ons; (6) show ability to proofread a written communication; (7) write a composition to describe an object or picture; (8) write a composition to test how to do something; (9) write a narrative on a specific topic; (10) write a composition in which two or more ideas/objects/places are classified and described; and (11) write a composition in which a choice is made and reasons given in order to convince a specific audience. Sample test items are provided for each of the skill areas. (TJH)

ED 298 161 TM 012 278 Reading Objectives and Measurement Specifica-tions, 1986-1990, Grade 5. Texas Educational Assessment of Minimum Skills (TEAMS). Texas Education Agency, Austin. Div. of Educa-

tional Assessment. Report No.—GE6-725-05 Pub Date—86

Pub Date—86
Note—29p.; For related documents, see TM 012
277, and TM 012 283-284.
Available from—Publications Distribution Office,
Texas Education Agency, 1701 North Congress
Ave., Austin, TX 78701.
Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—"Behavioral Objectives, "Educational
Objectives, Elementary School Students, "Grade
5, Graphs, Inferences, Intermediate Grades,
Logic," Minimum Competency Testing, Reading
Comprehension, Reading Instruction, "Reading

Tests, Reference Materials, State Programs, Test Construction, \*Testing Programs, Skilla

Cause Effect Relationship, \*Texas Ed-

ucational Assessment of Minimum Skills
The reading learning objectives for fifth graders
ontained in this volume are congruent with the ucational Assessment of Minimum Skills
The reading learning objectives for fifth graders
contained in this volume are congruent with the
Texas "State Board of Education Rules for Curricutium." These objectives and the measurement specifications are provided for use by teachers and other
educators responsible for student instruction and for
test development specialists involved with the preparation of the Texas Educational Assessment of
Minimum Skills (TEAMS) tests. Beginning with the
1985-86 school year, the TEAMS tests were based
upon the objectives in this publication. Skill areas
covered by the objectives include: (1) identify the
main idea of a text; (2) use context to understand
the meaning of words; (3) identify specific details;
(4) identify the sequence of events; (5) draw logical
conclusions; (6) distinguish between fact and opincion; (7) identify cause-and-effect relationships; (8)
identify the parts of a book used to obtain information; and 90 use graphic sources to obtain informa-

ED 298 162 TM 012 283 Writing Objectives and Measurement Specifica-tions, 1986-1990, Grade 9. Texas Educational Assessment of Minimum Skills (TEAMS). Texas Education Agency, Austin. Div. of Educa-tional Assessment. Report No.—GE6-725-12

Pub Date-86

Pub Date—86

Note—31p.; For related documents, see TM 012
277-278, and TM 012 284.

Available from—Publications Distribution Office,
Texas Education Agency, 1701 North Congress
Ave., Austin, TX 78701.

Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/P012 Plus Postage.
Descriptors—Behavioral Objectives, Capitalization (Alphabetic), Educational Objectives, Elementary School Students, English, \*Grade 9,
Grammar, Junior High Schools, \*Minimum Competency Testing, Punctuation, Sentence Structure, Spelling, State Programs, Story Telling, Test
Construction, \*Testing Programs, Writing (Composition), \*Writing Evaluation, Writing Instruction, Writing Evaluation, Writing Instruction, Writing Evaluation, Writing Instruction, Writing Evaluation, Writing Instruction, Writing Evaluation, \*Texas Educational As-

Identifiers—Proofreading, \*Texas Educational As-sessment of Minimum Skills

The writing learning objectives for ninth graders contained in this volume are congruent with the Texas "State Board of Education Rules for Curricu-These objectives and the measurem fications are provided for use by teachers and other educators responsible for student instruction and for educators responsible for student instruction and for test development specialists involved with the prep-aration of the Texas Educational Assessment of Minimum Skills (TEAMS) tests. Beginning with the 1985-86 school year, the TEAMS tests were based upon the objectives in this publication. Skill areas covered by the objectives include: (1) show knowledge of standard punctuation; (3) recognize correct spel-ling of commonly used words; (4) show knowledge of correct English usage; (5) show ability to distin-guish complete sentences from fragments and/or run-ons; (6) show ability to proofread a written communication; (7) write a composition to describe run-ons; (6) show ability to proofread a written communication; (7) write a composition to describe an object or picture; (8) write a composition to tell how to do something; (9) write a composition in which two or more ideas/objects/places are classified and described; (10) write a composition in which a choice is made and reasons given in order to convince a specific audience; and (11) write a composition that discusses two opposing courses of action and convinces a specific audience to follow one of those courses. Sample test items are provided for each of the skill areas. (TJH)

TM 012 284 ED 298 163 Reading Objectives and Measurement Sp.cifica-tions, 1986-1990, Grade 9. Texas Educational Assessment of Minimum Saills (TEAMS). Texas Education Agency, Austin. Div. of Educa-

tional Assessment. Report No.—GE6-725-11 Pub Date—86

-34p.; For related documents, see TM 012

Note—34p.; For related documents, see 1M 012 277-278, and TM 012 283. Available from—Publications Distribution Office, Texas Education Agency, 1701 North Congress Ave., Austin, TX 78701.

Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postags.
Descriptors—"Behavioral Objectives, "Educational
Objectives, Elementary School Students, "Grade
9, Graphs, Inferences, Junior High Schools,
Logic, "Minimum Competency Testing, Reading
Comprehension, Reading Instruction, "Reading
Tests, Reference Materials, State Programs, Test
Construction, "Testing Programs, Vocabulary
Skills

Construction, \*Testing Programs, Vocabulary Skills Identifiers—Cause Effect Relationship, \*Texas Educational Assessment of Minimum Skills The reading learning objectives for ninth graders contained in this volume are congruent with the Texas \*State Board of Education Rules for Curriculum.\* These objectives and the measurement specifications are provided for use by teachers and other educators responsible for student instruction and for test development specialists involved with the preparation of the Texas Educational Assessment of Minimum Skills (TEAMS) tests. Beginning with the 1985-86 school year, the TEAMS tests were based upon the objectives in this publication. Skill areas covered by the objectives include: (1) identify the main idea of a text; (2) identify the meaning of words with academic and practical applications; (3) identify academic and practical applications; (3) identify cause-and-effect relationships; (8) identify an accurate generalization from a given series of details/assumptions; (9) identify the author's viewpoint /purpose; (10) identify the such of a curst generalization from a given series of details/assumptions; (9) identify the author's viewpoint /purpose; (10) identify the author's viewpoint /purpose; (10) identify the appropriate reference source; and (11) use graphic sources to obtain information. Sample test items are provided for each of the skill areas. (TJH)

TM 012 285 ED 298 164 Mathematics Objectives and Measurement Speci-fications, 1986-1990, Grade 9. Texas Educational Assessment of Minimum Skills (TEAMS). Texas Education Agency, Austin. Div. of Educa-

Pub Date-86

Note-36p.; For related documents, see TM 012 286-288.

286-288.

Available from—Publications Distribution Office,
Texas Education Agency, 1701 North Congress
Avenue, Austin, TX 78701.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Algebra, Computation, "Educational
Objectives, Geometry, "Grade 9, Junior High
Schools, Mathematics Achievement, "Mathematics Tests, "Minimum Competency Testing, Number Concepts, Problem Solving, State Programs,
"State Standards, Test Construction, Testing Programs, Test Items grams, Test Items

ntifiers-\*Texas Educational Assessment of

Identifiers—Texas Educational Assessment of Minimum Skills
Learning objectives and specifications are provided for use by teachers and test development specialists. Beginning with the 1985-86 school year, the Texas Educational Assessment of Minimum Skills (TEAMS) tests have been based on the objectives in this publication. For grade 9 mathematics, these objectives are: (1) identify the relationship among decimals, fractions, and percents; (2) add and subtract fractions; (3) multiply and divide decimals; (4) solve two- or three-step word problems; (7) solve word problems using ratios, proportions, and percents; (6) solve personal finance problems; (7) solve word problems with metric measurements; (8) find the areas of rectangles and triangles; (9) determine simple probabilities; (10) use data from charts and graphs to solve word problems; and (11) use formulas to solve problems. Sample test items are provided for each of the skill areas. (SLD) Minimum Skills

ED 298 165 TM 012 286 TM 012 286 Writing Objectives and Measurement Specifications, 1986-1990, Grade 7. Texas Educational Assessment of Minimum Skills (TEAMS). Texas Education Agency, Austin. Div. of Educational Assessment.

Pub Date—86
Note—29p.; For related documents, see TM 012
285-288.

285-288.

Available from—Publications Distribution Office,
Texas Education Agency, 1701 North Congress
Avenue, Austin, TX 78701.
Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Capitalization (Alphabetic), \*Educational Objectives, English, \*Grade 7, Junior High
Schools, \*Minimum Competency Testing, Punc-

tuation, Sentence Structure, Spelling, State Programs, \*State Standards, Test Construction, Testing Frograms, Test Items, Writing (Composition), \*Writing Evaluation, Writing Skills lentifiers—\*Texas Educational Assessment of

Identifiers-

Identifiers—\*Texas Educational Assessment of Minimum Skills Beginning with the 1985-86 school year, the Texas Educational Assessment of Minimum Skills (TEAMS) texts have been based on the objectives provided in this publication for teachers and test development specialists. The writing skills objectives for grade 7 require: (1) knowledge of standard capitalization; (2) knowledge of standard punctuation; (3) ability to recognize correct spelling of common words; (4) knowledge of correct English usage; (5) ability to distinguish complete sentences; (6) ability to profered a written communication; (7) ability to write a description; (8) ability to write a description; (8) ability to write a acuity to proorread a written communication; (7) ability to write a description; (8) ability to write a composition telling how to do something; (9) ability to contrast and compare two subjects in a written composition; and (10) ability to write a composition; and (10) ability to write a composition supporting an argument. Test examples are given for each objective. (SLD)

ED 298 166 TM 012 287 Rading Objectives and Measurement Specifica-tions, 1986-1990, Grade 7. Texas Educational Assessment of Minimum Skills (TEAMS). Texas Education Agency, Austin. Div. of Educa-

rtional Assessment.

Pub Date—86

Note—32p.; For related documents, see TM 012 285-288

285-288.

Available from—Publications Distribution Office,
Texas Education Agency, 1701 North Congress
Avenue, Austin, TX 78701.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF91/PC02 Plus Pestage.

Descriptors—"Educational Objectives, "Grade 7,
Junior High Schools, "Minimum Competency
Testing, Reading Achievement, Reading Skills,
"Reading Tests, Semantics, State Programs,
"State Standards, Test Construction, Testing Programs. Test Items grams, Test Items dentifiers—"Texas Educational Assessment of

Identifiers—Texas Educational Assessment or Minimum Skills
Beginning with the 1985-86 school year, the Texas Educational Assessment of Minimum Skills
(TEAMS) tests have been based on the objectives provided in this publication for teachers and test development specialists. Reading skills objectives for grade 7 include the ability to: (1) identify the for grade 7 include the ability to: (1) identify the main idea; (2) use context to understand the meaning of words; (3) identify specific details; (4) identify the sequence of events; (5) draw logical conclusions; (6) distinguish between fact and opinion; (7) identify cause and effect relationships; (3) identify the appropriate reference source; (9) use graphic sources to obtain information; and (10) identify the parts of a book used to obtain information amples of test items are included for each objective. (SLD)

ED 298 167 TM 012 288 Mathematics Objectives and Measurement Specifications, 1986-1990, Grade 7. Texas Educational Assessment of Minimum Skills (TEAMS).
Texas Education Agency, Austin. Div. of Educations

tional Assess

Pub Date—86
Note—35p.; For related documents, see TM 012
285-287.

285-287.

Available from—Publications Distribution Office,
Texas Education Agency, 1701 North Congress
Avenue, Austin, TX 78701.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Algebra, Computation, \*2 Educational
Objectives, Geometry, \*Grade 7, Junior High
Schools, Mathematics Achievement, \*Mathematica Tests, \*Minimum Competency Testing, Number Concepts, Problem Solving, State Programs,
\*State Standards, Test Construction, Testing Programs, Test Items
Identifiers—Texas Educational Assessment of
Minimum Skills

Identifiers—Texas Educational Assessment of Minimum Skills
Beginning with the 1985-86 school year, the Texas Educational Assessment of Minimum Skills
Grand Skills Beginning with the 1985-86 school year, the Texas Educational Assessment of Minimum Skills
Grand Skills Beginning Skills Beginning Skills
Grand Skills Beginning Skills
Grand Skills

customary systems; (7) identify common geometric terms and figures; (8) find the perimeter of poly-gons; (9) use charts and graphs to solve word pro-lems; (10) determine the number of possible outcomes for a given situation; and (11) solve one-step equations. Samples are included for each

TM 012 293 ED 298 168

Reichman, Susan L.

Improving Title VII Evaluations through Technical Assistance: Are There Approaches Which
Can Enhance the System?

Spons Agency—Office of Bilingual Education and
Misority Languages Affairs (ED), Washington,

Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC. Pub Date—Apr 88 Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, L.A., April 5-9, 1988). Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141) EDRS Price - MFBI/PCOI Plus Pastage. Descriptors—Bilingual Education, Federal Aid, \*Federal Programs, \*Limited English Speaking, Program Evaluation, \*Technical Assistance Identifiers—Elementary Secondary Education, Education Act Title VII, \*Evaluation Assistance Center (East), Service Delivery Assessment The functions of the Evaluation Assistance Center. East (EAC-E), funded under Title VII of the Elementary Secondary Education Act are described. The EAC-E focuses on providing technical assistance (TA) to state and local educational agencies related to the evaluation of bilingual education programs. How TA is provided with regard to improving evaluation practices, service techniques shat work, limitations to the provision of TA, and ways in which TA systems might become more effective are discussed. Premises under which the EAC-E operates include: (1) that services should be closely coordinated with each state agency and other service providers in the region; (3) that TA must be feasible rather than merely theoretical; and (4) that a variety of techniques for providing TA are appropriate. These techniques include: (1) conference presentations; (2) workshop training sessions; (3) on-site visits to clients; (4) telephone and written communications; and (5) development and use of print materials. The overall quality of services provided to the limited-English proficient student can be improved by evalua

Sander, Angelle M. And Others
Scrambled Order-Scrambled Brains: The Effects
of Presenting Test Items in Sequential Versus
Random Order. ED 298 169 TM 012 317

Scrambted Order-Scrambted Brains: The Effects of Presenting Test Items in Sequential Versus Random Order.

Pub Date—Apr 88

Note—7p: Paper presented at the Annual Meeting of the Southwestern Psychological Association (Tulsa, OK, April 21-23, 1988).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Phs Postage.

Descriptors—Computer Assisted Testing, Higher Education, \*Item Banks, \*Multiple Choice Tests, Test Construction, \*Test Format, Test Items, Undergraduate Students Identifiers—"Item Position (Tests)

The effects of presenting test items in random order or in a sequence parallel to the order of presentation were studied by testing \$92 undergraduates in an introductory psychology course at Emporia State University (Kansas). Two test forms, sequential (S) and random (R), of multiple-choice questions were prepared for four 1-hour examinations administered to three sections of classes using the same text. The students were randomly assigned to receive the four examinations according to the following orders: SRRS, SSRR, RRSS, RSSR, and RSRS. A two-factor, split-plot analysis of variance was used to analyze the scores obtained. There was no instance in which a sequential test resulted in a higher score than a random test. It appears that instructors can use the random-order option offeed by current test bank software with confidence that this will not have a negative impact on student performance. (SLD)

ED 298 170 TM 012 31 Plake, Barbara S. Wite, Steven L. Examines Selection of Subsequent item Difficulty: Effects of Current Item Performance and Item TM 012 319 Feedback. Pub Date—[86]

Pub Date—[86]
Note—[3p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Adaptive Testing, Algebra, "College
Students, Computer Assisted Testing, "Difficulty
Level, "Feedback, Higher Education, "Hem Analyais, Latent Trait Theory, Mathematics Tests,
Multiple Choice Tests, Response Style (Tests),
Test Construction, "Fest Format, Test Items
One question regarding the utility of adaptive
testing is the effect of individualized item arrangements on examinee test scores. The purpose of this
study was to analyze the item difficulty choices by
examinees as a function of previous item perfor-

ments on examinee test scores. The purpose of this study was to analyze the item difficulty choices by examinees as a function of previous item performance. The examination was a 25-item test of basic algebra skills given to 36 students in an introductory statistics course at a large midwestern university during the fall 1985 semster. The test was administered via a microcomputer. Categorical data identifying the subjects' performance on current item, feedback condition, and choice of difficulty for next item were submitted to a log-linear analysis. A significant performance on current item by choice of difficulty for next item interaction was found. When examinees did not answer the current item correctly, they tended to request an easier item next. Preference for the difficulty of the next item appears to be a function of how well students believe they performed on the current item. Most adaptive testing item selection algorithms identify an easier item to be administered upon incorrect performance and a harder item subsequent to successful item performance. Results of this study suggest that this selection algorithm is congruent with examinee selected item difficulty. A table and a graph present study data. (Author/SLD)

TM 012 320

ED 298 171

Plake, Barbara S. Melican, Gerald J.

Prediction of Item Performance by Expert Jud.

A Methodology for Examining the Impac Correction-for-Guessing Instructions on Taking Behavior.

Pub Date—[85]

Note—[46]

Taking Behavior.
Pub Date—[85]
Note—146.
Pub Type— Reports - Research (143)
EDBS Price - MF01/PC01 Plus Postage.
Descriptors—College Students, "Guessing (Testa),
Higher Education, Mathematics Tests, Minimum
Competency Testing, "Multiple Choice Tests,
"Prediction, Professors, "Scoring Formulas, "Test
Construction, Testing Problems, Test Items
Identifiers—"Correction for Guessing, Nedelsky
Method, Professional Judgment
A methodology for investigating the influence of
correction-for-guessing directions and formula scoring on test performance was studied. Experts in the
test content field used a judgmental item appraisal
system to estimate the knowledge of the minimally
competent candidate (MCC) and to predict those
items that the MCC would omit on the test under
correction-for-guessing and formula scoring directions. The ability of these experts to anticipate test
behavior correctly was examined using a 28-item
five option multiple choice mathematics achievement test requiring a clear statement when an item
was omitted. A total of 156 students at a large midwessern university in the fall of 1985 took the examination. Ten professors using the Nedelsky method
served as judges. The judges did a reasonable, although imperfect, job of picking items to be omitted.
Results suggest that expert judgment may be used to
assist researchers in formula scoring studies. (SLD)

TM 012 321 ED 298 172

ED 298 172

McLarty, Joyce R.

The Reporting Perspective.

Pub Date—Apr 87

Note—108p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987) and the Annual Meeting of the National Council on Measurement in Education (Washington, DC, April 21-23, 1987).

Pub Type—Speeches/Meeting Papers (150) — Reports - Evaluative (142) — Guides - Non-Classroom (055)

room (055)

room (035)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—\*Career Ladders, Elementary Secondary Education, Professional Development, \*Scores, State Programs, \*Teacher Evaluation, Teacher Qualifications, Test Interpretation, \*Test

dentifiers—\*Teacher Candidates, Teacher Compe-tency Testing, \*Tennessee Career Ladder Pro-

tency Testing, "Tennessee Career Ladder Program
The "Career Ladder Technical Manual: A Guide
To Interpreting Your Scores. Teacher Edition,
1946," of the Tennessee Career Ladder Evaluation
System, is reviewed. Intended as a guide for the
teacher candidate to interpreting test scores, the
manual explains the score report for a lay audience.
Raw scores and standard scores are explained. The
creation of domain total scores and the multiple step
common items equating process are discussed. Reference tables provide means, standard deviations,
raw score ranges, and weights for each score so that
candidates can verify the accuracy of the scoring
calculations. This manual is a unique approach to
making the workings of a complex assessment system accessible to the candidates. It allows teachers
to see the level for which they are qualified and
whether they are eligible to participate in the Accelerated Career Development Program. A draft of the
manual, which constitutes the bulk of this document, is appended. (SLD)

ED 298 173

TM 012 322

ED 298 173

McLarty, Jope R.

A Single-Minded Appraisal of a Multiple-Criterion
Teacher Appraisal System.

Pub Date—Apr 87

Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).

Appendix contains small print.

Pub Type—Speeches/Meeting Papers (150) — Reports - Evaluative (142)

EDRS Price - MP01/PC01 Plus Postage.
Descriptors—Career Ladders, Elementary Secondary Education, Evaluation Methods, Personnel Evaluation, Professional Development,

"Program Evaluation, State Programs, "Teacher Evaluation, Teacher Qualifications, Testing Programs

grams
Identifiers—Multidimensional Approach, Teacher
Appraisal Instrument, \*Tennessee Career Ladder

Identifiers—Multidimensional Approach, Teacher Appraisal Instrument, \*Tennessee Career Ladder Program
The Teanessee Career Ladder evaluation system is a multiple-data-source system for evaluating teachers in order to provide them with ment status and benefits. This presentation is based primarily on data from 1983 through Spring 1986, and focus is on the functioning of the general education teacher appraisal system. Four of the 14 steps involved in designing a career ladder evaluation system are emphasized: (1) formulate criteria /competencies to be assessed; (2) develop data collection instruments/procedures; (3) establish the scoring system; and (4) set standards and cutoff scores. Advantages and disadvantages of each are discussed. Currently, the program utilizes two hours of classroom observation on three occasions; three hour-long dislogues; a professional development and leadership summary; student questionnaire; a principal questionnaire; written tests of reading, writing, and professional knowledge; and an evaluator consensus judgment. The major disadvantage of the system is talevel of sophistication. The complexity of good teaching, the high-stakes nature of the award (up to \$35,000 per candidate over a five-year period), and the lack of any quota system (no external controls on the total cost of the awards) led the developers of the program to provide the most accurate, fair, and carefully equated program possible. An appendix contains data sources for the competencies and indicators evaluated. (SLD) indicators evaluated. (SLD)

TM 012 323

ED 298 174 TM 012 32

Marso, Ronald N. Pigge, Fred L.

An Analysis of Teacher-Made Tests: Testing Practices, Cognitive Demands, and Item Construction

Errors.

Errors.

Public—Apr 88

Note—50p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 6-8, 1988).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Classroom Techniques, Cognitive Measurement, Elementary Secondary Education, Public School Teachers, \*Teacher Made Tests, \*Test Construction, Test Format, Testing, Test Items

Items
This study encompassed the collection of teacher reported (N=326) testing practices and the direct assessment of teacher-made tests (N=175) for item

cognitive functioning levels and construction errors. Focus was on assessing the nature and quality of teacher-made tests used in public school classrooms and describing the classroom teachers' testing preferences. It was found that the classroom teachers prepared and administered many formal teacher-made tests during the school year (X=54.1); they wrote most of their own test items; they most frequently used multiple-choice, matching, and short response items but infrequently used essay items; they infrequently completed post-hoc statistical analyses of their tests; most teachers' tests and test items functioned primarily at the knowledge cognitive level with the exception of the math test; and matching exercises followed by completion and essay items contained the most construction errors per exercise. Item cognitive functioning levels, testing practices, and item construction error frequencies significantly differed when the tests and teacher survey responses were classified by grade level and by subject area, but only cognitive functioning levels differed by the amount of teaching experience or school setting (urban, rural, and sub-tran). Seven tables are included. (Author/SLD)

ED 298 175

TM 012 335

ED 298 175
Chang, Linda Li
How To Evaluate Educational Software Easily and
Efficiently. For Teachers, Parests and Home
Computer Users. Self-Training Package.
Pub Date—Apr 86
Note—50p.
Pub Type— Guides - Non-Classroom (055) —
Teats/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Computer Assisted Instruction,
"Computer Software, Computer Software Reviews, Computer Uses in Education, Courseware,
Elementary Secondary Education, Evaluation
Methods, Microcomputers, "Programed Instructional Materials tional Materials
Identifiers—\*Software Evaluation, Training Mate-

Identifiers—\*Software Evaluation, Training Materials
This self-training package is designed to help microcomputer users select appropriate and efficient educational software packages by using a software evaluation system. It is mainly designed for school teachers and parents. The system consists of a Criteria Rating Form (CRF) and a personal evaluation. The CRF-a five-point scale from excellent to not present and not applicable-objectively evaluates software quality. It concerns the accuracy and value of content, effectiveness of instructional design, appropriate record-keeping and management function, and ease of use. The personal evaluation provides four open-ended questions eliciting the user's judgments on the quality and usefulness of the software. The package is designed for use on the Apple II to computer. Needs identification for selecting the right type of software, the use of the educational software evaluation system, and a practice evaluation are included (these three units are estimated to take 110 minutes to complete). Appendix 2 provides an example of how the system is used. (SLD)

ED 298 176 TM 012 337

ED 298 176

Ramanauskas, Sigita
Improving Teacher Certification Examination
Scores of Minority Candidates: Results of an
Intervention Program.
Pub Date—Feb 88

Note—17p.; Paper presented at the Annual Meeting of the American Association of Colleges for
Teacher Education (New Orleans, LA, February
17-20. 1988). 17-20, 1988).

Teacher Education (New Orleans, LA, February 17-20, 1988).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MP01/PC01 Plus Postage.
Descriptors—"Black Teachers, College Graduates, "Competency Based Teacher Education, Computer Assisted Instruction, Elementary Secondary Education, Higher Education, "Licensing Examinations (Professions), "Minority Group Teachers, Program Evaluation, "Scores, Sex Differences, "Teacher Certification Identifiers—"Florida Teacher Certification Identifiers—"Florida Teacher Certification Examination, Teacher Candidates
The pre- and post-1985 Florida Teacher Certification Examination (FTCE) scores of black first-time test takers (BFTTs) from a historically black institution (N = 130) were compared on the four subtests of the test (62 candidates took the pre- 1985 and 68 took the post-1985). In addition, institution results were compared with the scores of all state BFTTs

(N=3,025) for the two time periods. The purpose was to determine the effect of an intervention program designed to teach the state identified easential teaching competencies—the Competency Based/Computer Assisted Teacher Education Program—on FTCE results. Statistically significant differences were found in the performance of the institution sample pre- and post-1985 on the subtests addressed by the intervention program. A statistically significant sex difference was found on the mathematics subtest. Moreover, the institution's overall passing rate increased by 100%, while the state overall passing rate for BFTTs remained the same pre- and post-1985. Three tables summarize data. (SLD)

ED 298 177 TM 012 339 McLarty, Joyce R. Career Ladder Instrumentation: The Tenne

Career Ladder Instrumentation: The Tennessee Experience.
Pub Date—Apr 87
Note—35p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
Appendix A contains small print.
Pub Type—Speeches/Meeting Papers (150) — Reports - Evaluative (142)
EDRS Price - MPBU/PC02 Plus Postage.
Descriptors—\*Career Ladders, Classroom Observation Techniques, Elementary Secondary Education, Interviews, Multiple Choice Tests, Professional Development, Questionnaise, \*Teacher Evaluation, \*Test Construction, Test Results, Test Use

Professional Development, Questionnaires, \*Teacher Evaluation, \*Test Construction, Test Results, Test Use Identifiers—Teacher Testing, \*Tennessee Career Ladder Program
The evaluation instruments used in the Tennessee Career Ladder Program are described, and their evolution over the first three years of program implementation is traced. The instruments are designed to measure teacher performance and to determine outstanding teachers. They include: the Career Ladder Test of Professional Skills (a multiple-choice test), a clasaroom observation form, a candidate interview, a candidate portfolio and professional development and leadership summary, dialogues, principal interviews and questionnaires, student and peer questionnaires, and an evaluation consensus judgment. Effect sizes separating general education candidates who achieved Level I, II, and III status during 1985-86 for the 70 scores used in the Career Ladder evaluations are provided. In general, separation of the levels was excellent. Fifty of the scores (71%) separated Levels I and II by half a standard deviation or more, and 21 (30%) separated them by 0.8 standard deviation or more, and 21 (30%) separated them by 0.8 standard deviation or more by 19 scores (27%). Appendix A contains data sources for the Career Ladder competencies and indicators. Appendix B presents analyses of scores, their differentiation among ladder levels, and the effect sizes of differentiation of levels. els. (SLD)

TM 012 340

ED 298 178

McLarty, Joyce R. Hudson, Susan
Formative and Summative Approaches to Effectiveness Indicators.

Pub Date—Apr 87

Note—29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).

Portions of appendices contain small print.

Pub Type—Speeches/Meeting Papers (150)—Reports - Descriptive (141)—Tests (Questionnaires (160)

EDRS Price - MEDI/PC/92 Phys. Beattern

ports - Descriptive (141) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Piss Postage.

Descriptora—Achievement Tests, Educational Improvement, Elementary Secondary Education, Evaluation, Methods, "Formative Evaluation, Report Cards, School Districts, "School Effectiveness, State Programs, "Summative Evaluation, Teacher Attitudes

Identifiers—Tennessee Commissioners Report Card, "Tennessee School Improvement Project The development of the Tennessee school system Commissioner's Report Card (CRC) and the School Report Card-later named the Tennessee School Improvement Project (TSIP)—is described. The report card project began in 1934 when statewide mandated achievement testing was introduced. The first set of report cards for each school system was presented to the State Board of Education in October 1985. Data on the CRC for each school system generally concern student scores on basic skills

tests; Stanine scores on the Stanford Achievement Test; percentage of students passing state proficiency tests and/or taking advanced placement courses, percentage of diplomas granted; and other identifying school characteristics. As eventually developed, the CRC is fairly summative in nature, but the TSIP is much more formative in concept and implementation. Both approaches used together are more effective than either alone. Appendices present the original list of indicators, the 1984-85 Alamo City Schools Report Card, 1985-86 Alcoa City Schools Report Card, and the TSIP instruments. (SLD)

TM 012 342

ED 298 179

Marsh, Herbert W. Gouvernet, Paul
Multidimensienal Self-Concepts and Perceptions
of Control: Construct Validation of Responses by
Children.
Pub Date—27 Oct 87

Note—369.
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—"Construct Validity, Content Validity, Factor Analysis, Foreign Countries, Grade 7,
Grade 8, Grade 9, Junior High Schools, "Junior High School Students, Multitrait Multimethod Techniques, Frivate Schools, "Self Concept Measures, Single Sex Schools, "Test Validity Identifiers—Australians, "Childrens Responses, "Perceived Control
The construct validity of children's responses to the Self Description Questionnaire, the Perceived Competence Scale for Children, and the Multidimensional Measure of Children's Perceptions of Control was assessed. The tests' authors emphasized the importance of distinguishing self-perceptions in the physical, social, academic, and general content domains. Test of this content specificity included factor analyses, multitrait-multimethod (MTMM) analyses, and patterns of correlations with additional criterion variables. The subjects were 510 7th, 8th, and 9th graders (42% female) from two single-sex private high schools in Sydney, Australia. The subjects' motivation and mathematics and reading achievement were also studied. Contrary to previous research, MTMM analyses of responses to the two self-concept instruments demonstrated their convergent and discriminant validity, apparently reflecting the improved design of these newer instruments. These findings and factor analyses of responses to the two self-concept instruments validity of responses to the reproduction to the self-concept instruments was post of the proceived control instruments however, there was fittle support for the discriminant validity of responses with respect to content domains other than the physical domain, calling into question claims by J. P. Connell (1985). Seven tables summarize data. (Author/SLD)

Baker, Eva L. And Others
Directly Comparing Computer and Human Performance in Language Understanding and Visual Reasoning. TM 012 346

Renoning. Spons Agency—Office of Naval Research, Wash-ington, D.C. Pub Date—Apr 88 Contract—N00014-86-K-0395

Pub Date—Apr 88
Contract—N00014-86-K-0395
Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MFDI/PC01 Phs Postage.
Descriptors—"Artificial Intelligence, Computer Analysis, Computer Assisted Testing, Computer Acidente, "Computer Software, Evaluation Methods, "Language Processing, Man Machine Systems, "Visual Perception
Identifiers—"Interface System, Natural Language Processing, Visual Thinking, Evaluation models are being developed for assessing artificial intelligence (Al) systems in terms of similar performance by groups of people. Natural language understanding and vision systems are the areas of concentration. In simplest terms, the goal is to norm a given natural language system's performance on a sample of people. The specific program under study is a natural language query system, IRUS—an interface between the user and the information desired. IRUS is designed to serve as a general purpose interface to a broad range of databases and expert systems. A pilot study is discussed, which was conducted with early elementary school and preschool students to determine the appropriate

language understanding level at which to administer the IRUS test. In the vision area, common measures of visual tasks are being analyzed in terms of their appropriateness to the vision system. This is the inverse of the language exploration that began with the tasks and created the measures. A review by the vision community of approaches they would use to compare human and machine vision will determine if looking for consistent benchmarks is a feasible approach. (SLD)

ED 298 181 TM 012 351

Higher, Jeanne L. Dwinell, Patricia L. Creating Profiles of High Risk Studen Pub Date—Mar 88

Pub Date—Mar 88
Note—14p.; Paper presented at the Annual Conference of the American College Personnel Association (Phoenix, AZ, March 27-30, 1988). For a related document, see TM 012 352.
Pub Type— Speeches/Meeting Papers (150) — Guides - Non-Classroom (055) — Tests/Questionnaires (160)

tionnaires (160)

tionnaires (160)
EDRS Price - MPDL/PC01 Plus Postage.
EDRS Price - MPDL/PC01 Plus Postage.
Descriptors—Academic Ability, Anxiety, Career
Exploration, Cognitive Style, \*College Freshmen,
Developmental Tasks, Evaluation Methods,
Higher Education, \*High Risk Students, Locus of
Control, Personality Measures, \*Profiles, \*Psychometrics, \*Screening Tests, Stress Variables,
Student Educational Objectives, Student Evaluation, Student Records.

chometrics, \*Screening Tests, Stress Variables, Student Educational Objectives, Student Evaluation, Student Records Identifiers—University of Georgia Measures used at the Division of Developmental Studies at the University of Georgia in constructing a student profile (specifically, of high-risk college freshmen) are discussed. The areas measured concern: goals; learning styles; career exploration; stress and academic anxiety; developmental tasks; and locus of control. The goals checklist assesses the freshmen's reasons for pursuing a college /university education and for selecting the University of Georgia. One or more instruments of learning style are also administered early in the first quarter of the college semester. These include: (1) a Myers-Briggs Type Indicator; (2) the James and Galbraith Learning Styles Inventory; and (3) the Kolb Learning Styles Inventory; and (3) the Kolb Learning Styles Inventory; and (3) the Kolb Learning Styles Inventory; and (5) the James and Galbraith Learning Styles Inventory; and (5) the James and Galbraith Learning Styles Inventory; (3) Mathematics Antityting sources of stress, including the: (1) Developmental Inventory of Sources of Stress; (2) Spielberger Test Attitude Inventory; (3) Mathematics Antityde Inventory; and the Rotter Internal-External Locus of Control Inventory are also given. Other academic variables, such as past performance, are included. Sample data on each of the profile sections are tabulated. (SLD)

Highee, Jeanne L. Dwinell, Patricia L.
A Developmental Inventory of Sources of Stress.
Pub Date—Mar 88
Note.—Mar 88

Note—39p.; Paper presented at the Annual Conference of the American College Personnel Association (Phoenix, AZ, March 27-30, 1988). For a related document, see TM 012 351.
Pub Type—Speeches/ Meeting Papers (150) — Reports - Descriptive (141) — Tests/Questionnaires (140).

(160)
EDRS Price - MP01/PC02 Plus Postage.
Descriptors— \*College Freshmen, Evaluation Methods, Higher Education, \*High Risk Students, Psychological Patterns, Psychometrics, \*Screening Tests, Stress Management, \*Stress Variables, Time Management Identifiers— \*Developmental Inventory of Sources

Identifiers—"Developmental Inventory of Sources of Stress
The Developmental Inventory of Sources of Stress (DISS) is an instructional tool designed to assist counselors, advisors, and faculty in reducing stress among college students (specifically, high risk college freshmen, although it can be utilized effectively with any college student population). The instrument focuses on sources of stress over which students can exert control, as opposed to life experiences (e.g., death of a parent) over which they have no control. The DISS consists of five scales: (i) Time Management; (2) Physical Stressors; (3) Chemical Stressors; (4) Academic; and (5) Interaction. Results of a test-retest study of the test's reliability among freshmen at a large public southeastern university and group means for freshmen at the University of Georgia are presented. There was considerable interaction among variables

serving as sources of stress. Efficient time manag-ment may have a large impact on life-style and ac-demic performance. A copy of the DISS is attached (SLD)

## UD

ED 298 183 UD 025 071 t. Year Two

Low Achieving Schools Assessed Bronson Settlement. Cincinnati Public Schools, Ohio.

Cincinnati Public Schools, Ohio.
Pub Date—Aug 86
Note—79p.
Pub Type—Reports - Evaluative (142)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—"Academic Achievement, Attendance, "Black Students, Compliance (Legal), Elementary Education, "Low Achievement, Parent Attitudes, Program Effectiveness, School Desegregation, "School Effectiveness, Urban Education Identifiers—"Cincinnati Public Schools OH, "Project LAST"

Identifiers—"Cincinnati Public Schools OH,
"Project LAST
This document reports on an evaluation of the
second year of the Cincinnati Public Schools' Lowest Achieving Schools, Temporarily (LAST) Program, which provides financial assistance to seven
of the lowest academically ranked schools in the of the lowest academically ranked schools in the district. This program was one of the results of the Bronson desegregation suit and all of the schools in the LAST program are predominantly black, though racial composition was not a selection criterion. The report describes the program's background, outlines goals, presents results of the California Achievement Test and parent and principal surveys, provides attendance data, discusses findings, and presents recommendations. Each individual school was evaluated on its own academic merits: therefore was evaluated on its own academic merits, therefore no generalized conclusions of success/failure could be made-some schools achieved success and others be made-some schools achieved success and others struggled to maintain the status quo. Four of the achools exhibited relatively high reading scores, while five were high in mathematics. All LAST schools either maintained or improved attendance. Staff, parent, and community perceptions of the program are generally positive. Appendices include the evaluator's resume, the program budget, monthly progress reports for LAST schools, a report on settlement factors at low-achieving schools, and selected survey items and summary of responses by parents of students in low achieving schools on 1983-1985 surveys. (KH)

ED 298 184 UD 025 919

ED 298 184 UD 025 919
Williams, Patricia A.
Standardizing School Dropout Measures. CPRE
Research Report Series.
Center for Policy Research in Education.; Rand
Corp., Washington, D.C.; Rutgers, The State
Univ., New Brunswick, N.J.; Wisconsin Center
for Education Research, Madison.
Spons Agency—Office of Educational Research
and Improvement (ED), Washington, DC.
Report No.—CPRE-RR-003
Pub Date—Oct 87
Grant—OEt 87
Grant—OEt RF-G008690011

Grant-OERI-G008690011

Note—33p.

Available from—Center for Policy Research in Education, Eagleton Institute of Politics, Rutgers, the State University of New Jersey, New Brunswick, NJ 08901.

the State University of New Jersey, New Brunswick, NJ 08901.
Pub Type—Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Age Grade Placement, "Attendance, Definitions, "Dropout Rate, "Dropout Research, Dropouts, Elementary Secondary Education, High School Equivalency Programs, "Measurement Techniques, Nontraditional Education Dropout rates reported by states and school districts are produced by a variety of accounting procedures. Since these rates are difficult to compare and interpret, they fail to correctly measure the dropout rate. A uniform definition of school dropout is needed. The degree of variation was examined by analyzing 21 local definitions. The five largest sources of variation were the following: (1) grade levels used in calculating rates; (2) gages of students who can be classified as dropouts; (3) accounting periods for calculating rates; (4) time periods for unexplained absence; and (5) acceptable alternative educational settings. For many districts adopting a uniform definition might require additional resources and technical assistance. Publication of the rate is a sensitive issue. Solutions to these problems

require compromise that will probably result in less than perfect but more accurate dropout data. (VM)

Kroeger, Marianne
Success for At-Risk Students. Conference Proceedings (Chicago, Illinols, February 4-7, 1987).
North Central Regional Educational Lab., Elmhurst, IL.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC. Pub Date—7 Feb 87

ote-31p.; The conference was co-sponsored by the North Central Regional Education Labora-

- Collected Works - Proceedings (021) -

tory.

Pub Type—Collected Works - Proceedings (021)—
Reports - Descriptive (141)

EDRS Price - Mr01/PC02 Plus Postage.
Descriptors—Dropouts, 'Educationally Disadvantaged, Educational Policy, 'Educational Quality, Elementary Secondary Education, Higher Education, "High Risk Students, Instructional Improvement, "Low Achievement, Nontraditional Education, "Special Programs, Urban Education The 1987 conference on "Success for At-Risk Students" focused on the following types of students with trusney problems; (4) young offenders; (5) substance abusers; (6) the poor; (7) those isolated in rural areas; and (8) students who have chronic difficulties with school work. The conference provided an opportunity for education professionals to analyze policies, programs and services for at-risk students and to examine alternatives to traditional educational systems. No immediate preventions or cures were presented, but suggestions were made for optimistic, persistent approaches in meeting the challenge of at-risk students. Summaries of eight presentations are given. The titles of 54 sessions are listed. (VM)

ED 298 186 UD 025 969 Addressing the Causes of Youth Crime. Human Rights Resource Center, San Rafael, CA. Pub Date—87

Pub Date—87
Note—34p.
Available from—Human Rights Resource Center, 30 N. San Pedro Road, Suite # 140, San Rafael, CA 94903 (59.95).
Pub Type—Reports - Descriptive (141) — Reports - Evaluative (142)
EDRS Price - MP01 Plus Postage. PC Not Available from EDRS.
Descriptors—\*Community Programs, Crime, \*Crime Prevention, Dropout Programs, Elementary School Students, Elementary Secondary Education, High School Students, Police Community Relationship, \*Program Development, \*Program Effectiveness, School Community Relationship, Violence, Youth, \*Youth Programs

Programs
Identifiers—California (Marin County), California
(Santa Fe Springs), New York (New York), Part-

(Santa Fe Springs), New York (New York), Partnerships
This report comprises papers that discuss how grassroots organizations, police involvement, and partnerships with local government and boards of education can prevent youth from criminal involvement through participation in productive and enjoyable work and activities. The following articles are included: (1) "Police Officers Can Prevent' Crime: An Action Plan" (Trish Donahue), which suggests that line officers should work with community origanizations to effect change; (2) "Excerpt: Making a Difference: Young People in Community Crime Prevention" (the National Crime Prevention Council), which surveys community crime prevention youth programs across the country; (3) "Addressing Crime: The City of Santa Fe Springs Model" (Antonio A. Lopez and Gustavo Velasco), which offers a model for crime prevention programs for preschool-age children through young adults; (4) "The Campaign for a Healthier Community for Children" (Dorothy Hughes), which describes the organization of a community effort in Marin County, California; (5) "At Close Range: How Community Groups Can Help Dropouts and The Ad Hoc Committee Against Crack" (Tom Pendleton), which describes two recent DOME projects that educate middle achool students in Manhattan, New York; and (6) "Getting It Together" (Fred Persily), which recommends strategies for starting a community erime prevention program. (BIV)

ED 298 187

ED 298 187 National Survey in Regard to HR 5. UD 025 986 Pennsylvania State Dept. of Education, Harrisburg. Pub Date—[87]

Note—[87]
Note—64p.
Pub Type— Numerical/Quantitative Data (110)—
Reports - Research (143) — Tests/Questionnaire (160)

(180) Price - MF01/PC03 Plus Postage.
Descriptors—"Accountability, "Administrator Attitudes, "Coordinators, "Educational Finance,
Educational Improvement, Educational Practices, Elementary Secondary Education, "Federal
Legislation, Program Improvement, School Dis-

tices, Elementary Secondary Education, "Federal Legislation, Program Improvement, School Districts
Identifiers—"Education Consolidation Improvement Act Chapter 1, Proposed Legislation Local Education Agency (LEA) administrators (principals and superintendents) and State Chapter 1 coordinators representing all 50 states were surveyed regarding their reactions to House Omnibus Hill (HR 5), which would significantly change Chapter 1 programs. Over 3,600 school districts responded. The respondents were asked to indicate their level of support or opposition to each provision of the bill. (Some states hand picked the LEA coordinators who responded to the survey to have the highest representation of students.) Major findings of the survey included: (1) Chapter 1 educators welcome change as a positive move toward program improvement; (2) LEA administrators showed willingness to be responsible for carrying out effective Chapter 1 programs; and (3) group comparisons revealed that groups normally perceived to have different outlooks on issues responded similarly, with the exception of four issues. These four issues-Parent Involvement, Technical Assistance Centers, Even Start Programs and Chapter 1 remedial programs being coordinated instead of stacked-received significantly more support from coordinators than from administrators. Included are: (1) distribution of responses by background of respondent; (2) distribution of responses by state average; (6) tables of responses by background average; (7) sample state questionnaire; and (8) sample LEA questionnaire.

ED 298 168
UD 026 107
Strickland, Dorothy S., Ed. Cooper, Eric J., Ed.
Educating Black Children: America's Challenge.
Howard Univ., Washington, DC. Bureau of Educational Research.

Pub Date—87 Note—145p. Available from Note—145p.
Available from—Dr. Faustine C. Jones-Wilson, Editor, Journal of Negro Education, Howard University-West Campus, 2900 Van Ness St., N.W., Washington, DC 20008.
Pub Type—Reports - Descriptive (141) — Reports - Evaluative (142)
EDRS Price - MP01 Plus Postage. PC Not Available from EDRS.

ruo 1ype—Reports - Descriptve (141) — Reports - Evaluative (142)

EDRS Price - MP01 Plass Postage. PC Not Avalishle from EDRS.

Descriptors—Academic Achievement, "Black Students, Black Youth, "Educational Policy, Educational Quality, Elementary Secondary Education, Equal Education, "Family School Relationship, Inner City, "Policy Formation, Program Development, Program Effectiveness, School Community Relationship, School Organization, Teacher Effectiveness, "Teacher Student Relationship, "Urban Education

This book comprises papers on effectively educating black children. The foreword is by U.S. Representative Augustus F. Hawkins; the introduction is by Ernest L. Boyer, president of the Carnegie Foundation for the Advancement of Teaching, Section I, "School Policy: Formation and Implementation," includes the following papers: (1) "Revisiting School-Community Responsibilities in the Administration of Education" (Francis A. J. Isnni); (2) "High Standards and Great Espectations: The Foundations for Student Achievement" (Bill Honig); (3) "Administrative and Organizational Arrangements and Considerations" (Essgene E. Bubanks and Daniel U. Levine); and (4) "Educating Black Children: An Equity-Based Model" (Charles D. Moody, Sr.). Section II, "Teaching and Learning Lives of Black Children: (Charlotte Kendrick Brooks); and (3) "Cooperative Learning and the Education of Black Children: (Charlotte Kendrick Brooks); and (3) "Cooperative Learning and the Education of Black Children: (Robert E. Slavin). Section III, "The Home-School Pattership," contains the following papers: (1) Parent Participation and the

Achievement of Disadvantaged Students (Carol Ascher and Erwin Flaxman); (2) "Black Family Stress and School Achievement" (James P. Comer); (3) "Growing Up Literate: Learning from Inner-City Families" (Denny Taylor and Catherine Dorsey-Gaines); and (4) "Working with Families from Diverse Backgrounds" (Patricia A. Edwards). Section IV provides keynote presentations from the National Conferences on Educating Black Calldren by the following speakers: (1) Mary Hatwood Furell; (2) Marion Wright Edelman; and (3) Alease Gant. A list of references is provided for each paper. An annotated bibliography on the education of the black child, prepared by the ERIC Clearinghouse on Urban Education, is included. (BJV)

ED 298 189 UD 026 142

ED 298 189

Peterson, James L. Zill, Nicholas
Technical Notes to the Tables on Children, Education and Poverty.
Child Trends, Inc., Washington, DC.
Pub Dato—Dec 85
Note—489.
Pub Type— Numerical/Quantitative Data (110)
EDRS Price - MP01/PC02 Plus Postage.
Descriptors—Age Grade Placement, "Census Figures, Educational Attainment, "Elementary School Students, Elementary Secondary Educational Attainment, "Elementary School Students, Elementary Secondary Education, Employed Parents, Enrollment Trends, Ethnicity, Family (Sociological Unit), Family Size, "High School Students, Migration, Mothers, Poverty, Predictor Variables, Residential Patterns, "Statistical Data Identifiers—Current Population Survey
This document presents statistical data on the variables that affect the education of children aged 5 to 18 living in households. The data are culled from the October Current Population Surveys (CPS) for 1978, 1983, and 1984. The following variables are examined: (1) poverty, (2) race/ethnicity; (3) enrollment; (4) family structure; (5) family size, (6) maternal employment; (7) parents' educational attainment; (8) residential mobility; (9) grade placement; and (10) modal grade. Data are presented on 13 tables. (BIV)

ED 298 190

Newman, Sandra J. Schnare, Ann B. Bessessing Shelter Assistance in America. Volume I: Analysis and Findings. Project Report. Urban Inst., Washington, D.C. Spons Agency—Ford Foundation, New York, N.Y. Pub Date—Feb 87

Spons Agency—Ford Foundation, New York, N.Y. Pub Date—Feb 87
Note—157p.
Available from—The Urban Institute, 2100 M
Street, N.W., Washington, DC 20037.
Pub Type—Reports - Evaluative (142)
EDRS Price - MP01 Plus Postage, PC Not Available from EDRS.
Descriptors—Cost Effectiveness, Differences, Efficiency, Federal Aid, "Federal Programs, "Housing Deficiencies, "Housing Needs, Low Rent Housing, Program Effectiveness, "Program Evaluation, Program Inprovement, Public Housing, Regional Characteristics, Welfare Recipients, "Welfare Services
Identifiers—Department of Health and Human Services, Department of Housing, and Urban Development.

vices, Department of Housing and Urban Development
The United States Department of Health and Human Services (HHS)-through the explicit and implicit shelter allowance provided under Aid to Families with Dependent Children (AFDC), Supelemental Security Income (SSI), and General Assistance-spends at least \$10 billion a year on housing assistance, or about as much as the Department of Housing and Urban Development (HUD). There are, therefore, two streams of government financing of low-income housing; an HUD stream and a welfare stream. This report, examining the efficiency, equity, and overall effectiveness of housing aid, found the following: (1) there is considerable overlap between the goals and the clientele of HUD and HHS programs; (2) the system guarantees that program recipients will live in substandard housing and that similar individuals in different locations will not be treated equally; and (3) the system is ineffective: 46 percent of all welfare households spend more than half their income on housing, 13 percent are overcrowded, and 29 percent live in physically substandard units. Recommendations are made for future policies that will restructure the current system by reducing inequiries, improving efficiency, and increasing flexibility.

Budgeting issues are discussed. The national com-mitment to low-income housing must be reinstated. Data are exhibited on 32 tables. Appendices provide additional data. (BJV)

ED 298 191

Welfare Reform: Projected Effects of Requiring AFDC for Unemployed Parents Nationwide. Briefing report to the Ranking Minority Member, Subcusmittee on Public Assistance and Unemployment Compensation, Committee on Ways and Means, House of Representatives.

General Accounting Office, Washington, D.C. Div. of Human Resources.

Report No.—GAO/HRD-88-88BR

Pub Date—May 88

Note—279. UD 026 315

Note-27p. Available fr

Report No.—GAO/HRD-88-88BR
Pub Date—May 88
Note—27p.
Available from—U.S. General Accounting Office,
P.O. Box 6015, Gaithersburg, MD 20817 (1-5
copies free, over 5 copies \$2.00 each, 100 or more
copies 25% discount).
Pub Type—Reports - Research (143)
Posciptors—\*Cost Estimates, Economically Disadvantaged, Family Financial Resources, Federal
Aid, Federal Legislation, \*Federal Programs,
"Low Income Groups, \*Program Budgeting, Program Costs, State Programs, Unemployment,
"Welfare Services
Identifiers—\*Aid to Families with Dependent Children for Unemployed Parents (AFDC-UP) is a state option under which cash aid is provided to two-parent
families whose principal earner is unemployed or
employed less than 100 hours a month. As of Jamosry 1988, 27 states, the District of Columbia, and
Guam had AFDC-UP. This report reviews the following: (1) available cost estimates of requiring
states to adopt AFDC-UP; and (2) research on
AFDC-UP's effect on families. The Coagressional
Budget Office (CBO) and Department of Health
and Human Services (HHS) 1993 Federal and state
cost estimates for requiring AFDC-UP under Hz.
1720–5945 million and 5961 million, respective
y-and S. 1511–5915 million and 5961 million, respective
y-an

UD 026 316 U.S. Commission on Civil Rights: Concerns above Commission Operations. Report to Congression

nal Requesters.
General Accounting Office, Washington, DC. General Government Div.
Report No.—GAO/GGD-88-71

General Accounting Office, Washington, DC. General Government Div.
Report No.—GAO/GGD-88-71
Pub Date.—May 88
Note.—98p.
Available from—U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20817 (1-5 copies free, over 5 copies 52.00 each, 100 or more copies 25% discount).
Pub Type.—Reports - Evaluative (142)
EDRS Price - MP01/PO14 Plus Postage.
Descriptors—Administrative Change, "Administrator Evaluation, Civil Rights, "Pederal Government, "Financial Audits, "Institutional Administration, "Public Agencies Identifiers—"Commission on Civil Rights Trus report reviews the following aspects of the United States Commission on Civil Rights from 1978 through 1995: (1) employment trends; (2) hiring and use of consultant, temporary, and Schedule C enaployees, (3) referrals from state employment service offices; (4) affirmative action; (5) awards and promotions; (6) commissioners' and special assistant's billings; (7) financial disclosure reports; (8) commission travel; (9) appropriations; (10) lobbying; (11) state advisory committees; (12) use of commission automobile; and (13) contracting questions. For some of the above areas, differences of commission policy or practice since 1978 were found; for other areas not enough information was available to determine if differences existed. Ac-

cording to the Chairman of the Commission, the evidence in this report refutes allegations that management and administrative improprieties occurred at the Commission. Appendices provide the objectives, scope, and methodology, and other information for each of the 13 areas. Comments from the Commission on Civil Rights are also appended. Data are provided on 32 tables. (BJV)

ED 298 193

U.S. Commission on Civil Rights: Compliance with Appropriation Previsions as of March 31, 1988. Report to the Chairman, Committee on Appropriations, U.S. Senate, and the Chairman, Committee on Appropriations, House of UD 026 317

Report No.—GAO/GGD-88-91
Pub Date—Jun 38

Pub Date—Jun se Note—12p. Available from—U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (1-5 copies free, 5 or more-\$2.00 each, 25% discount copies free, 5 or more-\$2.00 each, 25% discount for 100 or more copies).
Pub Type— Legal/Legislative/Regulatory Materials (090)— Reports - General (140)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrative Organization, Agency Cooperation, Budgeting, Civil Rights, "Compliance (Legal), "Federal Government," Fi-nancial Audits, "Government Employees, "Public

\*Compliance (Legal), \*Federal Government, \*Financial Audits, \*Government Employees, \*Public Agencies Identifiers—\*Commission on Civil Rights, Temporary Employment This document presents an audit of the United States Commission on Civil Rights. The following aspects were examined: (1) compliance with the requirements of Public Law 100-202, which imposes hiring regulations; (2) regional offices; (3) civil rights monitoring; (4) consultants; (5) temporary employees; (6) mission-related external services contracts; (7) Schedule C employees (these are GS-15s or below with policymaking roles or confidential working relationships with top appointed officials); (8) special assistants to Commissioners, and (9) Commissioners. As of March 31, 1948, the Commission was found to be in compliance with each of the fiscal year 1948 line item appropriations and other limitations. However, the Commission needs to recompute its obligations for temporary employees: the Commission s original calculations did not include amounts for all temporary employees or benefits for any of them. These omissions may have caused the Commission to unknowingly execed the legal limitation by the end of the fiscal year. The Chairman of the Commission had used 75 percent of his billable days as of April 9, 1948. His availability to participate in Commission had used 75 percent of his billable days as of April 9, 1948. His availability to participate in Commission had used 75 percent of his billable days as of April 9, 1948. His data. (BLV) to participate in Commission had used 75 percent of his billable days. A table illustrates the data. (BLV)

ED 298 194 UD 026 319

Brown Plus Thirty: Perspectives on Desegrega-tion, Proceedings of a Conference Commemorat-ing the Thirtieth Anniversary of the 1954 Supreme Court Decision in Brown v. The Board of Education of Topeka, Kansaus (New York, New York, September 11-14, 1984). Spons Agency—Carnegie Corp. of New York, N.Y.; New York Univ., NY. School of Education, N.Y.; New York Univ., NY. School of Education, Health. Nursing. and Arts. Professions:

N.1.; New York Univ., N.1. School of Education, Health, Nursing, and Arts Professions.; Rockefeller Foundation, New York, N.Y. Pub Date—\$6 Note—119p. Available from—Metropoliitan Center for Educa-tional Research, Development & Training, 32 Washington Place, Room 72, New York, NY 10003 (32) 2000. washington Place, Room 72, New York, NY 10003 (\$23.00).

Pub Type—Collected Works - Proceedings (021)—Reports - Evaluative (142)

EDRS Price - MP01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Desegregation P

able from EDRS,
bescripton—"Desegregation Effects, "Desegregation Litigation, Desegregation Pflana, Educational
Quality, Elementary Secondary Education, Equal
Education, Futures (of Society), Government
Role, Instructional Effectiveness, "Racial Integration, "Racial Relations, "School Desegregation,
Urban Education
dentiflers—"Brown v Board of Education
This report comprises papers delivered at a conterence assessing the impact of the Supreme Court
lecision in the case of Brown v. Board of Education

30 years after it was passed in 1954. The following papers (and authors) are included: (1) "Reflections on Brown after Thirty Years" (Linda Brown Smith); (2) "School Integration and the National Commu-nity" (Samuel D. Proctor); (3) "A Personal View of on Brown after Thirty Yeara" (Linda Brown Smith);

(2) "School Integration and the National Community" (Samuel D. Proctor); (3) "A Personal View of the Background and Developments since the Brown Decision" (Kenneth B. Clark); (4) "An NAACP Perspective on the Status of Public School Desegreation" (Beverly P. Cole); (5) "Brown Thirty Years Later: The Chicago Story" (Nelvia M. Brady); (6) "School Desegreation Patterns in the States, Large Cities, and Metropolitan Areas-1968-1980: A Report to the Subcommittee on Civil and Constitutional Rights of the Committee on the Judiciary of the U.S. House of Representatives" (Gary Orfield); (7) "The Research on the Effects of School Desegregation: Real-Estate Prices, College Degrees, and Miscellaneous Other Things" (Robert Crain); (8) "The Role of the Federal Government in School Desegregation" (William Bradford Reynolds); (9) "Impact of Desegregation on Children in the 1980s and 1990s" (Nathaniel R. Jones); (10) "Ensuring Excellence and Equity in Public Education" (Constance E. Clayton); (11) "Desegregation as a Tool for Establishing Quality Education" (Eugene T. Reville); (12) "Hard Lessons: What We Haw Learned from Desegregation" (Willia D. Hawley); (13) "Heretical Thoughts on a Serious Occasion" (Duritck Bell); (14) "Effective Schools through School Desegregation" (Flugh J. Scott); (15) "Equity and Excellence: An Emerging Trend in the Desegregation of Schools" (LaMar P. Miller and J. Theodore Reps); (16) "Desegregation: Challenges and Responsibilities" (Robert L. Carter); (17) "Legal Perspectives and the Future of Desegregation: (Susart W. Cook); (19) "Legal Perspectives and the Tuture of Desegregation: (Susart W. Cook); (19) "Legal Perspectives and the Vision of America" (Norman Redlick); (20) "School Desegregation—The Real Stakes" (Michael H. Susanan); (21) "The Brown Plus Thirty Conference." (Michael W. Hoge). Also included are a summary of the conference, an editor's summary, a list of participants, and a list of council and board members of the Metropolitian Center f cluded are a summary of the conference, an editor's summary, a list of participants, and a list of council and board members of the Metropolitan Center for Educational Research. (BJV)

ED 298 195 UD 026 320

ED 198 195

Miller, Ronald C. And Others

E.C.I.A. Chapter 1 Reading and Math with Athletics. Summer 1986.

New York City Board of Education, Brooklyn. Office of Educational Assessment.

Pub Date—Sep 87

Note—379.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, \*Athletics, \*Compensatory Education, Elementary Education, Mathematics Instruction, Pretests Posttests, Program Effectiveness, \*Program Education, Consolidation Improvement Act Chapter 1, \*Niew York (New York)

During Summer 1986, the Division of Special Education of the New York City Board of Education operated a Chapter 1 Summer Program, Reading and Math with Athletics, which served a total of 1,625 students at 13 sites for six weeks. Students received morning instruction: one period per day and Math with Athletics, which served a total of 1,625 students at 13 sites for six weeks. Students received morning instruction: one period per day each in reading, mathematics, and in athletic and recreational activities. The Big Apple Sports Program sponsored the athletic and recreational activities for a 4-week period. In addition, students had one cultural or recreational trip per week. Program personnel incorporated athletic activities into reading and math instruction, and used a holistic, meaning-centered approach to reading instruction. The aports curriculum component and the trips enhanced student motivation to learn reading and math. In reading, over 78 percent of the 1,314 participating students (who took both pretest and post-ticipating students (who took both pretest and post-ticipating students who took both pretest and post-ticipating students who took both pretest and post-ticipating students and post-ticipating students and post-ticipating students showed a gain on the Math MAT of at least two points on the mean gain was 4.4 points. Program staff indicated that they wanted more audio-visual equipment and instructional materials. Recommendations for improving the program are offered. Data are presented on eight tables. (BJV) ED 298 196 UD 026 326

ED 298 196
Students at Risk. Programs and Practices.
Dade County Public Schools, Miami, Fla.
Pub Date—May 88
Note—70p; Additional support for the production of this publication was provided by Citicorp Florida.

Pub Type- Reports - Descriptive (141) - Guides

ida.
Pub Type—Reports - Descriptive (141) — Guides
- Non-Clasaroom (055)
EDRS Price - MF01/PCl3 Plus Pestage.
Descriptors—Basic Skills, Career Guidance, Community Programs, Dropout Characteristics,
"Dropout Prevention, "Dropout Programs, Early
Parenthood, Elementary Secondary Education,
"High Risk Students, Nontraditional Education,
Suicide, Vocational Education
Identifiers—"Dade County Public Schools FL
This resource guide provides information on programs that serve at risk students in the Dade County
(Florida) Public Schools. For each program the following information is provided: (1) description; (2) number of schools served; (3) number of students served; and (4) budget. The following types of programs are included: (1) dropout retrieval; (2) basic skills programs; (3) guidance services; (4) career development; (5) alternative education, including in-school alternative programs, education, education, (7) exceptional student education; (8) community based organizations; (9) community participation; (7) exceptional student education; (8) community based organizations; (9) community participation; (10) dropout prevention programs; (11) substance education programs; (12) teenage pregnancy/sui-cide prevention; (13) expulsion investigations/alternative education assignments; and (14) future programs. An appendix provides a dropout profile for students from grades 4 to 12. (BIV)

ED 298 197

ED 298 197 UD 026 327

Lindner, Barbara Drawing in the Family. Family Involvement in the Schools. Education Commission of the States, Denver, Colo. Report No.—ECS-PI-88-2 Pub Date—Aug 88

Note—35p.

Available from—ECS Distribution Center, 1860

Lincoln Street, Suite 300, Denver, CO 80295

Pub Type— Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

ports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Administrator Role, Educational Environment, Elementary Secondary Education, Family Environment, Secondary Educations, Family Environment, or Parent Participation, Parent Participation, Parent Role, Policy Formation, \*Program Development, Teacher Role

One of the best guarantees of a child's success in school is his or her parents' involvement in education. This resource guide provides information in the following areas: (1) family types; (2) expectations of parents, teachers, and administrators; (4) home environment improvements through family education and home activities; and (5) school environment improvements through volunteer programs and achool councils. Existing programs are reviewed. Strategies for state action are outlined. Recommendations in each area are offered for teachers, administrators, and parents. Resources in each area are reprovided. Participants in the "Drawing in the Family" invitational Conference (held on May 12, 1988 in St. Louis, Missouri) and Project Planning Meeting (held on January 22, 1988) are listed. Personal anecdotes and childrens' illustrations accompany the text. (BJV)

UD 026 328

Watt, Norman F. And Others
A Psychological Study of Educatio
among Hispanics.
Denver Univ., Colo.

ns Agency-Colorado State Dept. of Education, Denver. Pub Date—Jun 87

Pub Date—Jun 87

Note—68p.

Pub Type— Reports - Research (143) — Information Analyses (070)

EDRS Price - MPUI/PC03 Plus Postage.

Descriptors—"Academic Achievement, Acculturation, "Quitural Background, Dropout Characteristics, Dropouts, Educational Attainment, Educational Environment, Elementary Second-

ary Education, Ethnicity, Family Influence, Grade Point Average, "High School Studenta, Hispanic Americans, Parent Child Relationship, Parent Participation, Psychological Characteris-tics, Rural Urban Differences, Self Concept, "Stu-dent Attitudes, Student Characteristics dentifiers—"Colorado, "Hispanic American Stu-

ED 298 199 UD 026 329

ED 298 199
Hill, Nancy And Others
Resource Directory of Hispanic Educations
rials on Child Abuse Prevention.
Hispanic Health Council, Hartford, CT. mal Mate-

Pub Date—88
Note—31p.
Available from—Hispanic Health Council, 98 Cedar Street 3A, Hartford, CT 06106 (32.00).
Pub Type—Reference Materials - Directories/Catalogs (132) — Multilingual/Bilingual Materials

alogs (132) — Multilingual/Bilingual Materials (171)

EDRS Price - MP01/PC02 Plus Postage.
Descriptors—Audiovisual Aids, \*Child Abuse, Child Development, Contraception, Early Parenthood, \*Family Pianning, \*Instructional Materials, Mental Health, \*Multilingual Materials, \*Parenting Skills, Pregnancy, Prevention, Self Concept, Spanish Speaking, Stress Management This annotated resource directory lists brochures, booklets, audiovisual materials, charts, and other educational materials, most of which are available in both English and Spanish, that address the following issues: (1) child abuse; (2) child development; (3) parenting skills; (4) mental health; (5) elf-esteem; (6) stress management; (7) family planning; and (8) teenage parenthood. Information on the distributor of each item is provided. (BJV)

ED 298 200 UD Child Abuse Cases in an Hispanic Comm Teaching Tool. Hispanic Health Council, Hartford, CT. UD 026 330

Pub Date—88

Hispania - 88
Note - 36p.
Available from - Hispanic Health Council, 98 Cedar St. 3A, Hartford, CT 06106 (\$3.00).
Pub Type - Guides - Non-Clasarcom (055)
EDRS Price - MP91/PC02 Phs Postage.
Descriptors - \*\*Case Studies, \*\*Child Abuse, Community Problems, \*\*Counselor Training, Cultural Context, Family School Relationship, \*\*Hispanic Americans, Instructional Materials, Parent Child Relationship, \*\*Prevention, \*\*Sexual Abuse.
Identifiers - Adult Child Relationship Each year thousands of children, of all ages and ethnic and economic backgrounds, are victims of sexual and physical abuse. This case book, intended

for use in the training of social workers and preven-tion-focused program staff, parents, providers, ado-lescents, and others, consists of 16 cases of child abuse in Hispanic communities. The cases are drawn from the following settings: (1) schools; (2) hospitals; (3) courts; and (4) social service agencies. Each case presents its own set of issues and prob-lems. Each cases is accompanied by a set of ques-tions to guide discussions or enhance lectures. This case book is intended for educational purposes only, and should be used in conjunction with examples from other communities; it does not purport to rep-resent the incidence or prevalence of child abuse in the Hispanic community. (BJV)

ED 298 201 UD 026 334 Doyle, Denis P., Ed. And Others
Policy Options for the Future of Compensatory
Education: Conference Papers (Washington,
D.C., November 18-19, 1986).
Research and Evaluation Associates, Inc., Chapel
Hill, NC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC. Pub Date—Oct 87 Contract—400-86-0025

Note-249p.; For individual papers, see UD 026

Available from—Research and Evaluation Associates, Inc., 100 Europa Drive, Suite 590, Chapel Hill, NC 27514 (325.00).
Pub Type—Reports - Evaluative (142) — Opinion Papers (120) — Collected Works - Proceedings (021).

Pab Type— Reports - Evaluative (142) — Opinion Papers (120) — Collected Works - Proceedings (021)

EDRS Price - MFDI/PC10 Plus Postage.

Descriptors—Accountability, "Compensatory Education, Economically Disadvantaged, Educational Improvement, Educational Educational Improvement, Educational Improvement, Educationally Disadvantaged, Educational Quality, Elementary Secondary Education, Federal Aid, "Pederal Programs, Federal State Relationship, Government Role, History, Policy Formation, Program Development, "Program Evaluation, Program Development, "Program Evaluation, Program Development, "Program Education, Compensation, Urban Education Consolidation Improvement Act Chapter 1, Elementary Secondary Education Act Title 1

This book, divided into three sections, comprises papers delivered at a conference on "Alternative Strategies in Compensatory Education," convened by the staff of the National Assessment of Chapter of the Education Consolidation and Improvement Act and designed to aid Congress in its 1987 reauthorization of Chapter 1. The introduction, "Title In Retrospect, Chapter 1 in Prospect," is by Denis P. Doyle. Section 1, "The Federal Role" includes the following papers: (1) "The Evolution of the Compensatory Education Program" (Paul E. Peterson, Barry G. Rabe, and Kenneth K. Wong); (2) "Program Strategy and Design: Options for Federal Action in Education" (Paul T. Hill); (3) "increased State Capacity and Aid to the Disadvantaged" (Susan Fuhrman); and (4) "The Federal Role and Chapter 1: Rethinking Some Basic Assuptions" (Michael W. Kirst). Section 2 "Selected Issues of Access and Accountshility," includes the following papers: (1) "Selecting Students and Services for Chapter 1" (Marshall S. Smith); (2) "Punding the Individual? An Essay on the Future of Chapter 1" (Alian Odden). Section 3, "Lessons for "Implementation," includes the following papers: (1) "Selecting Students and Services for Herobelms of the Poor" (John E. Chubb). Four tables and figures illustrate some of the data. A list of references

ED 298 202 UD 026 3 Peterson, Paul E. And Others The Evolution of the Compensatory Education UD 026 335

Program.
Pub Date—Oct 87
Note—26p; in: Policy Options for the Future of Compensatory Education; see UD 026 334.
Pub Type—Speeches/Meeting Papers (150) — Reports - Evaluative (142) — Information Analyses ports - Evaluative (142) — Information Analyse (070) (070) EDRS Price - MF01/PC02 Plus Postage. Descriptors—\*Agency Cooperation, \*Compensa

tory Education, Economically Disadvantaged, Educationally Disadvantaged, Elementary Secondary Education, Federal Aid, \*Federal Programs, Federal State Relationship, Low Income, Program Administration, \*Program Development, Program Development, Program Evaluation, Program Implementation, Staff Development, State Programs Identifiers—\*Peducation Cossolidation Improvement Act Chapter 1, \*Elementary Secondary Education Act Title 1

Over time, compensatory education has become an increasingly institutionalized and effective Feducation Act Title 1

Over time, compensatory education has become an increasingly institutionalized and effective Feducation (2) mutual accommodation on the part of national, state, and local officials; (3) ready acquisecence to Federal guidelines at the state and local level; and (4) shared responsibility among professional administrators at all levels of government. Mutually accommodating intergovernmental relationships are founded on interdependence: Federal agencies have crucial legal and flucal resources; locals have the operational capacity without which nothing can be achieved. The program is a product of a broad social movement with both national and local adherents. Cooperative relationships in compensatory education emerged gradually. Between 1965, when legislation authorizing the program was enacted, and 1981, when Congress modified many of the law's statutory requirements, the program evolved through three distinct phases. Originally it was little more than a vague expression of a general Federal commitment to help educate those in poverty. By the early 1970s the program had acquired a well-defined set of ruies and guidelines that many state and local officials had difficulty understanding, to say nothing of implementing. Eventually, Federal, state, and local policymakers worked out their differences so that by the early 1970s a stable set of expectations concerning program operations emerged. Data are presented on three tables; a list of references is included. (BIV)

UD 026 336

BAS 203 UD 026 336

Bill Paul T.

Program Strategy and Design: Options for Federal
Actions in Education.

Pub Date—Oct 87

Note—19p.; In: Policy Options for the Future of
Compensatory Education; see UD 026 334.

Pub Type—Speeches/Meeting Papers (150) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—"Compensatory Education, Economically Disadvantaged, Elementary Secondary Education, Federal
Aid, "Federal Programs, "Federal State Relationship, Financial Support, Objectives, Program Administration, "Program Design, Program
Development, "Program Evaluation, Program
Implementation, School Districts, State Programs
Identifiers—"Education Consolidation Improvement Act Chapter 1, "Elementary Secondary Education Act Title 1

This paper analyzes design alternatives for Fedral elementary and secondary education programs

ment Act Chapter 1, \*Elementary Secondary Education Act Title 1

This paper analyzes design alternatives for Federal elementary and secondary education programs. It identifies the range of program strategies available and analyzes their strengths and weaknesses. The proper design for any program depends upon the following factors: (1) goals; (2) the availability of Pederal funding to pay for necessary services and administrative actions; (3) accommodations necessary to enact the program and sustain its political support; and (4) the capacity of the organizations that deliver services to beneficiaries. The design of Chapter 1 Title 1 is analyzed. The following alternative program designs are compared according to eseveral standard criterius: (1) subsidies to assist (or induce) state and local public achool systems to change their service delivery patterns; (2) contracts with nongovernmental organizations to deliver certain services or serve designated groups; and (3) transfers of purchasing power to students or their parents. A figure illustrates some of the data. A brief list of references is included. (BJV)

ED 298 204

Puhrman, Sunn Increased State Capacity and Aid to the Disadvan-

UD 026 337

-Oct 87 Pub Date—Oct 87

Note—16p.; In: Policy Options for the Future of Compensatory Education; see UD 026 334.

Pub Type—Speeches/Meeting Papers (150) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Compensatory Education, \*Education.

tionally Disadvantaged, Elementary Secondary Education, Federal Aid, Federal Programs, \*Federal State Relationship, Fiscal Capacity, High Risk Students, Program Administration, \*Program Development, \*Program Evaluation, Program Implementation, \*State Programs
This paper is divided into the following sections:
(1) State Capacity and Education, with regard to financial resources and policymaking ability; (2) State Education Reforms; (3) States and the Disadvantaged: A Historical Perapective; (4) Education Reform and At-Risk Youth; and (5) Recent Trends in Programs for the Disadvantaged. The capacity and willingness of states to provide for public education have increased markedly in recent years. State government has modernized and matured; the wide-ranging programmatic and fiscal reforms enacted since the early 1980s dramatically demonstrate state interest in education, and state legislators and governors made policy in a number of areas that had been largely delegated to local school districts. States also took policy initiatives, such as their creation of remedial programs that moved state disadvantaged programs away from the Federal model and integrated them with the state general program. The fact that the new programs that moved state disadvantaged programs away from the Federal model and integrated them with the state general program. The fact that the new programs that now of the programs of the fact that the new programs that the state of the programs of the fact that the new programs that the proposed second generation of reforms may bring even more substantial benefits to at-risk children. A list of references is provided. (BJV)

ED 298 205 Kirst, Michael W. UD 026 338

The Federal Role and Chapter 1: Rethinking Some Basic Assumption Pub Date—Oct 87

The Rederal Role and Chapter 1: Rethinking Some Basic Assumptions.
Pub Date—Oct 87
Note—18p.; In: Policy Options for the Future of Compensatory Education; see UD 026 334.
Pub Type—Speeches/Meeting Papers (150) — Reports - Evaluative (142)
EDRS Price - MFDL/PCSI Plus Postage.
Descriptors—\*Compensatory Education, Educationally Disadvantaged, Elementary Secondary Education, Federal Aid, \*Federal Programs, \*Federal State Relationship, \*Government Role, Program Administration, \*Program Implementation, School Districts, State Program Implementation, School Districts, State Programs Internation In the 20 years since the major Federal program for the disadvantaged began, supryingly little has changed from its original vision. It is now time to question some of the basic policies of Chapter 1 of the Education Consolidation and Improvement Act in view of the change in conceptions about the Federal role and the recent state and local reform movement. There have been the following alternative modes of Federal action for public schools: (1) general aid; (2) stimulation through differential funding; (3) regulation; (4) dissemination of research results; (5) provision of technical assistance to help build capacity at other levels of government and the private sector; and (6) exertion of moral suasion through the use of the "builty pulpit." The evolution of the Federal role is traced, under the Reagan Administration the builty pulpit which affects the early stages of policymaking, and education research provites and trends—has become the central government role. The implications of this for Chapter 1 are discussed. There is a need to reorient the Federal role from routine fiscal monitoring and data collection without obliterating the special services basis of Chapter 1 for a particular group of children. Recommendations for improving the Federal role are offered. A list of references i

ED 298 206

Smith, Marshall S.
Selecting Students and Services for Chapter 1:
Reactions, Revised.]
Pub Date—Oct 87

Contract—400-86-0025

Note—27p.; In: Policy Options for the Future of Compensatory Education; see UD 026 334.
Pub Type—Speeches/Meeting Papers (150)—Reports - Evaluative (142)—Options Papers (120)
EDRS Price - MP01/PO2 Plus Pestage.
Descriptora—Accountability, "Compensatory Education, Education, Education, Education, Education, Education, Education, Federal Aid, "Federal Pro-

grams, Federal State Relationship, Low Income, Poverty, Program Administration, Program Bud-geting, \*Program Design, \*Program Develop-ment, Program Evaluation, Program Program Implementation, \*Program Improvement, State Programs, Urban Schools Identifiers—\*Education Consolidation Improve-

Programs, Urban Schools Identifiers—"Education Consolidation Improvement Act Chapter 1

The Chapter 1 program of the Educational Consolidation and Improvement Act would be made more efficient and effective by implementing the following recommendations: (1) improve the targeting of funds; (2) let good educational practice rather than accounting practice shape Chapter 1 programs; (3) establish systems of output accountability for Chapter 1 schools; and (4) encourage Chapter 1 funding of middle and secondary schools. There should be two major changes in the selection of students and in the way that services are delivered in the Chapter 1 funds only to schools with very high proportions of children whose families live in poverty. The second change would encourage the use of Chapter 1 funds in schoolwide programs to sugment and improve the quality of the regular aschool program in these high poverty schools. Each of these changes can be generated through alterations in the Chapter 1 legislation. A list of references is included. (BJV)

Doyle, Denis P. Cooper, Bruce S.
Punding the Individual? An Essay on the Future of
Chapter 1. UD 026 340

Chapter 1. Pub Date—Oct 87

Pub Date—Oct 87

Note—18p.; In: Policy Options for the Future of Compensatory Education; see UD 026 334.

Pub Type— Speeches/Meeting Papers (150) — Reports - Evaluative (142) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Pestage.

Descriptors—"Compensatory Education, Educationally Disadvantaged, Educational Vouchers, Elementary Secondary Education, Federal Aid, "Federal Programs, Federal State Relationship," Parochial Schools, "Private School Aid, Program Development, Programs Evaluation, Program Im-Development, Program Evaluation, Program Implementation, Program Improvement, \*School Choice, School Districts, State Programs, Urban Schools

Choice, School Districts, State Programs, Urban Schools
Identifiers—\*Aguilar v Felton, \*Education Consolidation Improvement Act Chapter 1
In 1985 the Supreme Court ruled that funding school districts for purposes of aiding children at the parochial schools they attend is unconstitutional. Now it is virtually impossible for parochial schools to receive aid. In order for Chapter 1 of the Education Consolidation and Improvement Act to serve all eligibe children, including those enrolled in religious schools, funding should be allocated on the basis of the individual child. The child is the best unit of funding for the following reasons: (1) funding the individual allows by-passing the public school system (and state systems as well), providing direct support for the family and children, permitting them to attend parochial schools; (2) funding the individual places the locus of decisionmaking as to what kind of schooling a child should receive with the family, where it rightly belongs; and (3) funding the individual creates an education market, allowing families to "shop" for schools, and schools to compete for clients. Political considerations are examined, and the history of parochial schools in America is reviewed. Alternatives to using the public school spaced education authorities to issue their allowing local education authorities to issue their lic school system to deliver Chapter I services, such as allowing local education authorities to issue their own vouchers to local parochial school students, are discussed. A brief list of references is included.

ED 298 208 UD 026 341

ED 298 208 UD 026 341

Elmore, Richard F.

The Problem of Quality in Chapter 1.

Pub Date—Oct 87

Note—14p.; In: Policy Options for the Future of Compensatory Education; see UD 026 334.

Pub Type—Speeches/Meeting Papers (150) — Reports - Evaluative (142)

Pub 1 ypc—Special (142)
ports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Compensatory Education, Educationally Disadvantaged, \*Educational Quality, Elementary Secondary Education, Federal Aid, \*Federal Programs, \*Federal State Relationship, Program Administration, Program Budgeting, \*Program Development, \*Program Effectiveness, Program Evaluation, Program Implementation, State Programs, Urban Schools

Identifiers-\*Education Consolidation Improve-

Identifiers—\*Education Consolidation Improvement Act Chapter 1
However defined, the quality of services under Chapter 1 of the Education Consolidation and Improvement Act is heavily dependent on the setting in which those services are delivered. Working definitions of the following aspects of program delivery are presented as a means of establishing evaluation criteria: (1) the resources applied to a local program (input); (2) the operating characteristics of local programs for students (output). The following Federal strategies for enhancing quality are reviewed: (1) the systematic use of information to draw attention to either good or bad behavior (jawboning); (2) the use of discretionary funding to revard and claim credit for local successes (piggybacking); and (3) the use of discretionary funding to underwrite program development in the most difficult circumstances (bootstrapping). A short list of references is included. (BJV)

ED 298 209

How Fiscal Accountability and Program Quality
Can be Insured For Chapter 1.
Pub Date—Oct 87

How Fiscal Accountability and Program Quality
Can be Insured For Chapter 1.
Pub Date—Oct 87
Note—21p.; In: Policy Options for the Future of
Compensatory Education; see UD 026 334.
Pub Type—Speeches/Meeting Papers (150) — Reports - Evaluative (142)
Pub Type—Speeches/Meeting Papers (150) — Reports - Evaluative (142)
Pub Type—Speeches/Meeting Papers (150) — Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—'Accountability, 'Compensatory Education, Economically Disadvantaged, 'Educational Quality,
Elementary Secondary Education, Federal Aid,
'Federal Programs, Federal State Relationship,
Program Administration, 'Program Development, Program Evaluation, 'Program Improvement, State Programs
Identifiers—'Education Consolidation Improvement Act Chapter 1 Trite In order to identify policy options that retain adequate fiscal accountability as well as insure program quality. Chapter 1 of the Education Consolidation and Improvement Act of 1981 is the successor to Title 1 of the Elementary and Secondary Education Act of 1965. The current structure of Chapter 1—the law and its accompanying rules and regulations—is adequate for insuring fiscal accountability; the means for implementing this structure at the state and local level are firmly developed and function relatively well. The quality of Chapter 1 programs depends primarily on the quality of Chapter 1 programs depends primarily on the quality of curriculum and teaching in local school districts, two areas essentially beyond direct influence by the Federal government. Nevertheless, there are several strategies available to the Federal government for improving Chapter 1 program quality, including the following: (1) requiring all Chapter 1 sites to have a schoolwide deucation improvement program with Chapter 1 integrated into it; (2) requiring Chapter 1 services to be aligned with the regular educational programs of Chapter 1 flunds on schools implementing strategies from the effective teaching and schools research; and (4) providing new funds for

ED 298 210

UD 026 343

ED 298 210
Glenn, Charles
The Next Steps in Urban Education.
Pub Date—Oct 87
Note—12p, In: Policy Options for the Future of
Compensatory Education; see UD 026 334.
Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141) — Opinion Papers (120)
EDRS Price - MFDI/POB Plus Postage.
Descriptors—\*Accountability, \*Compensatory Education, Educationally Disadvantaged, \*Education, Pederal Aid, \*Federal Programs, Federal State
Relationship, Program Auministration, \*Program
Improvement, Frogram Evaluation, \*Program
Improvement, State Programs
Identifiers—\*Education Consolidation Improvement Act Chapter 1
In order to improve desegregation of the elemenper 1AN 1986

tary schools, and the low achievement level of ele-mentary schools with high concentrations of poor and minority students, the Massachusetts Board of and minority students, the Massachusetts Board of Education placed a coordinated approach to improving urban schools first among its objectives. The following educational objectives were set for each school: (1) strengthening overall educational leadership; (2) identifying student strengths and needs, and providing programs and services to meet them; and (3) enabling school staff to acquire additional skills to manage and make coordinated, effective use of local, state, and Federal resources. Lessons from Massachusetts' desegregation efforts and from compensatory programs are discussed. Efforts to improve education should be focused on the school, not the school system or the student. The development of a coordinated strategy to improve education is outlined, and the state-level actions necessary for implementing such a strategy are identified. A brief list of references is included. (BIV)

UD 026 344

Cuban, Larry
The Ways that Schools Are: Lessons for Reform-

Pub Date-Oct 87

The Ways that Schools Are: Lessons for Reformers.

Pub Date—Oct 87

Note—27p.; In: Policy Options for the Future of Compensatory Education; see UD 026 334.

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Disadvantaged, "Educational Change, "Educational Facilities Improvement, "Educational Practices, Elementary Secondary Educational Practices, Elementary Secondary Education, Federal Programs, History, Individual Needs, Instruction, Minority Group Children, Policy Formation, "Program Development, School Organization, State Programs

The history of schooling is a mix of constancy and change in policies, organizational structures, school practices, and classroom pedagogy. Over the last century and a half, well-intentioned and serious reformers, using Federal, state, and local policies, tirelessly and repeatedly tried to improve schooling. Classroom and school practices such as lecturing, using textbooks, grouping by ability, and rating teachers' performance were present in the 1890s, the 1930s, and at the time that Title I of the Elementary and Secondary Education Act (1965) became lisw. Understanding what is constant and what changes in American classrooms and school is essential foreknowledge for any policymaker interested in improvement. This paper provides a uistorical review of classroom organization, elementary and secondary school structures, conflicting district and state goals and policies. The structure of schooling and its effect on the poor and children of color are discussed. State efforts at school improvement are reviewed. Five lessons from state and Federal improvement efforts are drawn. The goals of reformers over time are analyzed. A brief list of references is included. (BJV)

UD 026 345

Chubb, John E.
Effective Schools and the Problems of the Poor.
Pub Date—Oct 87

Pub Date—Oct 87

Note—25p.; In: Policy Options for the Future of Compensatory Education; see UD 026 334.

Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Pestage.

EDRS Price - MP01/FC01 Plus Postage.
Descriptors — Academic Achievement, "Compensatory Education, "Economically Disadvantaged, "Educational Environment, "Educational Improvement, Educationally Disadvantaged, Elementary Secondary Education, High Risk Students, History, "Instructional Effectiveness, Policy Formation, Poverty, Program Development, Program Implementation, Public Schools, "School Organization
Identifiers—Education Consolidation Improvement Act Chapter I
Children who are raised in poverty currently one

ment Act Chapter I
Children who are raised in poverty currently run
grave risks of educational failure. This paper approaches the issue, not through concentrating on
special problems of, and programs for, the educational problems of young people generally and on
the effect that schools, not programs, play in alleviating or worsening those problems. A school survives, grows, and adapts through constant exchange
with its environment. Internally, it has its own distinctive structures and processes, its own culture.

The organization and the structure together constitute an overarching system of behavior in which everything is related to everything else. These factors determine the schools' educational effectiveness. Examination of the High School and Beyond (HSB) and the Administrator and Teacher (ATS) surveys reveals the following factors that affect school performance: (1) external authorities; (2) school staffing; (3) principals; (4) goals and policies; and (5) teachers and teaching. Private schools, which appear to be more effective than public schools are captives of democratic policies. The experience of Chapter 1 of the Education Consolidation and Improvement Act of 1981 (originally Title 1 of the 1965 Elementary and Secondary Education Act) has been shaped by the dynamic of public contol, which has been, in turn, shaped by Chapter 1. If school environments have as much to do with the organizational attributes of effectiveness as the comparative analysis of public and private schools indicates, and as the Chapter 1/Title I experience of control, which in order to be effective, public schools may have to adapt the organizational structure of private schools. Fundamental reform may be the only hope for school improvement, and hence for greater educational gains for the poor. A list of references is included. (BIV)

ED 298 213

UD 026 346

ED 298 213
Ascher, Carol
Summer School, Extended School Year, and
Year-Round Schooling for Disadvantaged Students. ERIC/CUE Digest Number 42.
ERIC Clearinghouse on Urban Education, New

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC. Pub Date—Apr 88 Contract—RI-88062013

Spons Agency—Once of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Apr 88
Contract—RI-88062013
Note—4p.
Available from—ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, NY 10027 (single copies free, include stamped self-addressed envelope).
Pub Type—Information Analyses—ERIC Information Analysis Products (071)
EDRS Price - MF91/PO19 Plus Pestage.
Descriptors—"Academic Achievement, Administrative Problems, Compensatory Education, Curriculum Problems, Omensatory Education, Curriculum Problems, Compensatory Education, Curriculum Problems, Compensatory Secondary Education, "Extended School Year, Parent Influence, Remedial Programs, Secondary School Students, Elementary Secondary Education, "Extended School Year, Parent Influence, Remedial Programs, Secondary School Students, Summer Programs, Scondary School Students, Summer Programs, Secondary School Students, Summer Programs, Secondary School Students, Summer Schools, extended achool years, or year-round schooling to disadvantaged students. However, the severe educational difficulties faced by these students, combined with emany practical reasons for deviating from the traditional school year, are strong reasons why educators continue to hope for improvements without a clear picture of how students learn over time, it is also clear that the program management problems associated with summer school include the following: (1) short duration; (2) loose organization; (3) little time for advance planning; (4) low academic expectations, (5) emphasis on "fum"; (6) discontinuity between the curriculum of the regular year and summer school; (7) time lost to establishment of teacher-student relationships; (8) teacher fatigue; (9) low attendance rate; and (10) homogeneous classes. Problems associated with year-round schooling include the following: (1) curriculum complexity of staggered schedules in secondary schools; and (5) parent objections. Additional research

ED 298 214

UD 026 348

Youth in Crisis: Living On the Jagged Edge. Mott (C.S.) Foundation, Flint, Mich.

Youth is Crisic Living On the Jagged Edge.

Mott (C.S.) Foundation, Flint, Mich.
Pub Date—86

Note—46p; Reprinted from the 1986 Annual Report of the Charles Stewart Mott Foundation.
Pub Type—Reports – Descriptive (141)

EDRS Frice - MF91/FC02 Plus Pesinge.
Descriptors—Black Colleges, Community Education, Community Involvement, \*Community Education, Community Involvement, \*Community Programs, Community Services, Conservation (Environment), \*Cooperative Programs, Economic Development, Employment Programs, "Grants, High Risk Persons, Job Training, Neighborhood Improvement, Nonprofit Organizations, \*Philanthropic Foundations, \*Private Pinancial Support, Social Systems, \*Youth
The Charles Stewart Mott Foundation is a private non-profit foundation supporting programs across the United States and on a limited basis internationally. The Foundation is interested and involved in improving the quality of life through community self-improvement, education, aocial welfare, economic developement and environmental management. In response to the changing needs of today's complex and broad community concerns, the Foundation support is a variety of approaches organized and interrelated under four principles of grantmaking: (1) opportunity for the individual; (2) partnership with the community; (3) effective functioning of community systems; and (4) leadership as the mobilizer. Within each principle, grants are categorized by missions which provide the context for the Foundation's programming. The current major national areas of activity are the following: (1) striky youth, including pregnant adolescents; (2) community education; (3) community foundations and other philianthropic issues; (4) economic development and neighborhood revitalization; (5) employment and training: (6) environment and conservation; (7) historically black colleges; and (8) social welfare. Beyond current program areas, the Foundation also supports program activities which encourage exploration in many other areas of funding. Descriptions of five representat

including interviews with participants, are included. (FMW)

ED 298 215

Met. Dolores M. And Others

Magnet School Program: 1987-1988. End-of-Year

Respert. OEA Evaluation Report.

New York City Board of Education, Brooklyn. Office of Educational Assessment.

Pub Date—Aug 88

Note—24p.

Pub Type— Reports - Evaluative (142)

EDRS Price - MPDI/PCOI Plus Postage.

Descriptora—Academic Achievement, Attendance,
Cultural Differences, Educational Environment,
High Schools, "Humanities Instruction," Magnet
Schools. Program Effectivences, "Program Evaluation, Racial Relations, "Secondary Education,
Student Attitudes, Urban Schools

Identifiers—New York (New York)
During the 1987-88 school year the New York
City Board of Education instituted Magnet School

Programs in the following high schools: (1) Central

Park East Secondary School; (2) The High School

for the Humanities; (3) Townsend Harris High

School; and (4) John Dewey High School. The programs at these schools were designed to offer special

curricula in the Humanities not ordinarily available

at students' zoned high schools, and to provide a

school environment in which students of diverse

racial and ethnic backgrounds would have increased

achievement motivation. Administrators hoped this

would translate into high attendance rates, high

schoil environment in which students of diverse

racial and ethnic backgrounds would have increased

achievement motivation. Administrators hoped this

would translate into high attendance rates, high

school environment in which students of diverse

racial and ethnic backgrounds would have increased

achievement, positive intergroup relations, and a

positive attitude toward the Magnet Program. Over
sull the program achieved its evaluation objectives,

although there was some unevenness with respect to

bow well certain achools performed on individual

objectives. Three of the four schools exceeded the

achievement objective; and students' responses to

bow well certain achools performed on provide as

were finali

Mei. Dolores M. And Others
Attendance Improvement Dropout Prevention
(A.I.D.P.) Part-Time Jobe Program, 1986-1987.
OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.

fice of Educational Assessment.

Pub Date—Mar 88

Note—38p.; For related document, see ED 284

Pub Date—Mar 88
Note—38p.; For related document, see ED 284
411.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, Attendance,
"Community Programs, Dropout Prevention,
Dropout Programs, "Employment Programs,
"High Risk Students, High Schools, "High School
Students, "Job Placement, Job Training, Part
Time Employment, Program Effectiveness, Program Evaluation, "School Community Relationship, Urban Schools
Identifiers—New York (New York)
The 1986-87 Attendance Improvement Dropout
Prevention (AIDP) Part-Time Jobs Program was
begun in spring 1987 to place at-risk New York
City, New York, high school students in part-time,
unsubsidized jobs that would motivate them to improve their school attendance and academic
achievement. Twenty-one community-based organizations (CBOs) contracted to provide appropriate
tob placements and job-readiness training to 70 to
150 students in 24 targeted high schools. A total of
3,300 students were targeted for services, and 3,174
students were given training; of the students who
received such training 1,537 (47 percent) were
placed in jobs and worked an average of 6.4 weeks.
For students hired while in the program and for
whom complete data were available, attendance increased from 82 percent in apring 1986, to 85 percent in spring 1987. Achievement for these
students, measured by the percentage of courses
passed, increased from 70 to 71 percent during this
same period. Participating CBOs and high schools
thus fulfilled their obligation to provide staff and
raining although they did not meet their job placement objective. However, CBOs varied significantly
in the number of staff and the amount of staff time
they devoted to the program, and the number of
training sessions they required each student to attend. Recommendations for improvements are
made. Data are illustrated on a table and in the
appendix. (BIV)

UD 026 351

An Evaluation Program for Integrated Elementary Schools and Programs. Multicultural Education An Evaluation Fragram for Integrated Schools and Programs. Multicultural Education Resource Series.

Public Instruction, Olympis.

Pub Date—Sep 87

Note—20p; Originally printed in December 1982.

Pub Type—Reports—Evaluative (142)

EDRS Price—MF61/PC01 Plus Postage.

Descriptors—Academic Achievement, American

Note—20p.; Originally printed in December 1982. Pub Type—Reports - Evaluative (142) EDRS Price - MP01/PO01 Plus Postage. Descriptors—Academic Achievement, American Indians, Asian Americans, Black Students, \*Desegregation Effects, Elementary Education, \*Elementary School Students, Equal Education, Hispanic Americans, Minority Group Children, \*Multicultural Education, \*School Desegregation, \*Social Integration, \*School Desegregation, \*Social Integration, This program was developed for use for those who wish to learn more about the increasing complexity of implementing school desegregation, school integration, and equal educational opportunities for all children and youth in the public schools. It is designed to assist school districts in evaluating the extent to which desegregated elementary schools are developing an integrated educational program. Information about individual schools may be used with network their current status in developing an integrated school. This individual school assessment method was originally developed and field-tested in four California school districts in 1972. The program may be used with Asian, American Indian, Black and Hispanic children. Critical dimensions of cultural and structural integration assessed are the following: (1) student self-concepts and attitudes toward school; (2) student scademic achievement; (3) development of multicultural programs; (4) multiethnic student roles; (5) multiethnic parent roles. Because of large differences between assessment profless of different schools in the same school district, it is suggested that principals concentrate on their

individual school's completed profile as a guide for goal setting and planning. An example of a com-pleted profile from an actual school and instructions for interpretation are included. (Author/FMW)

UD 026 352

Rap, Alfred. Jr. And Others

Washington State ECIA Chapter 2 District Programs End-of-Year Report, 1985-86.

Washington Office of the State Superintendent of

Public Instruction, Olympia. Pub Date—Jan 87

ED 298 219

Rap, Alfred, Jr. Plato, Kathleen C.

Washington State ECIA Chapter 2 District Programs End-of-Year, 1986-87.

Washington Office of the State Superintendent of Public Instruction, Olympia.

Pub Date—Jan 88

Note—20p.; Developed and funded under the auspices of ECIA Chapter 2. For 1985-86 report, see UD 026 352. For relisted report, see UD 026 352. For relisted report, see UD 026 354.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PCII Plus Postage.

Descriptors—Academically Grited, "Educationally Disadvantaged, Elementary Secondary Education, Pederal Aid, "Minority Groups, Private Schools, Program Effectiveness, Program Evaluation, Program Effectiveness, Program Evaluation, Program Effectiveness, Programs Evaluation, Program Effectiveness, Programs, "Supplementary Education Consolidation Improvement Act Chapter 2, Washington

The State of Washington received a Chapter 2 award of \$8, 224,952.00 for the school year 1986-87, a decrease of 3.3 percent from 1985-86. Planned expenditures and student services for basic skills programs declined over the past four years, but the amount of expenditures for special projects roue for 1986-87 totalled \$6,682.377.00, or 90 percent of the fifth consecutive year. These special projects included the following: (1) a gifted education program; (2) videotapes for the hearing impaired; (3) a computer education program; and (4) a counseling program. Actual Chapter 2 expenditures impaired; (3) a computer education program; and (4) a counseling program. Actual Chapter 2 expenditures for special projects included the following: (1) a gifted education program; (2) videotapes for the hearing impaired; (3) a computer education program; and (4) a counseling program. diture were for instructional materials, 28 percent, and capital outlay, 25 percent. Most of the capital outlay was in the learning resources and teaching activities areas, and large expenditures related to salaries primarily reflect staff development substitute costs. The activities with the greatest emphasis were learning resources, 39 percent, and teaching, 44 percent. A special survey on gifted education activities shows that 2.7 percent of Chapter 2 funds were used to supplement local and state funding for programs whose participants were comprised of 7 percent minority group students. Budget and statitical data are included in seven tables. (FMW)

ED 298 220

UD 026 354

Ram. Alfred. Jr. Plato, Kathleen C.
Washington State ECIA Chapter 2 End-of-Year
Report 1986-57.
Washington Office of the State Superintendent of
Public Instruction, Olympis.
Pub Date—Jan 88
Note—23p.; Developed and funded under the suspices of ECIA Chapter 2. For related documents,
see UD 026 352-353.

Note—23p.: Developed and funded under the aupices of ECIA Chapter 2. For related documents, see UD 026 352-353.

Pub Type—Reports - Evaluative (142)
EDRS Price - MF91/PC01 Plus Pestage.
Descriptors—Academically Gifted, "Educationally Disadvantaged, Elementary Secondary Education, Federal Aid, Minority Groups, Private Schools, Program Evaluation, Public Schools, Resource Allocation, "School District Spending, "Special Programs, "State Supervisors, "Statewide Planning, "Supplementary Education Identifiers—"Education Consolidation Improvement Act Chapter 2, Washington The State of Washington received a Chapter 2 award of \$8,224,052.00 for the school year 1986-87, a decrease of 3.3 percent from 1985-86. Of that award, \$1,249,323.00 (20 percent) was used by the Superintendent of Public Instruction to identify and meet critical education needs in the state and provide technical assistance to local school districts. Planned expenditures and student services for basic skills programs declined over the past four years, but the amount of expenditures for special projects rose for the fifth consecutive year. These special projects included the following: (1) a gifted education program; (2) videotapes for the hearing impaired; (3) a computer education program; and (4) a counseling program. Actual Chapter 2 expenditures for 1986-87 totalled \$6,682,377.00, or 90 percent of the funds received. The two largest extensions of expenditure were for instructional metrials, 28 percent, and capital outlay, 25 percent. Most of the capital outlay was in the learning resources and teaching activities areas, and large expenditures related to salaries primarily reflect staff development substitute costs. The activities with the greatest emphasis were learning resources, 39 percent, and teaching, 44 percent. A special survey on gifted education activities shows that 2.7 percent of Chapter 2 funds were used to supplement local and state funding for programs whose participants were comprised of 7 percent minority group students. Budget and s

ED 298 221 UD 026 355 Claus, Richard N. Quimper, Barry E.
Compensatory Education Product Evaluation: Elementary and Secondary Academic Achievement
(A2) 1987-1988.

Saginaw Public Schools, Mich. Dept. of Evaluation Services. Pub Date—Jul 88

Saginaw Public Schools, Mich. Dept. of Evaluation Services.
Pub Date—Jul 88
Note—41p; For cartier report, see ED 291 856. For related document, see ED 281 851.
Pub Type— Reports - Evaluative (142)
EDRS Pries - MP01/P02 Plus Postage.
Descriptors—'Academic Achievement, 'Compensatory Education, Education, Ely Disadvantaged, Elementary School Students, Elementary Secondary Education, 'Mathematics Achievement, Program Evaluation, "Reading Achievement, Reading Improvement, Remedial Mathematics, "Remedial Programs, Remedial Mathematics, "Remedial Programs, Remedial Reading, Secondary School Students, Urban School Identifiers—"Education Consolidation Improvement Act Chapter 1, Michigan (Saginaw), Saginaw City School System MI
The School District of the City of Saginaw, Michigan operates a compensatory education delivery system in reading and mathematics consisting of two programs, elementary and secondary Academic Achievement (A2). The program was designed to provide direct instruction to some 2,613 students in grades one through nise. The goal of A2 was to improve the pupils' reading and/or mathematics achievement. Instruction occurred primarily in small group settings outside the regular classroom setting with a reduced number of students for the secondary level. The 1987-88 compensatory education delivery system showed a decrease from the previous year in terms of the percentage of grade levels meeting the standard in both reading and mathematics. Overall, A2 results remain adequate, especially at the elementary level. The results of the over-to post-testing of compensatory education studens." indicated that the greatest gains in reading were made at the first grade level, but all grades RIE JAN 1969

attained the performance standard except grades 7, 8, and 9. Mathematics gains were again the greatest at grade 1, but that all grades met the standard except grades 7, 8, and 9. The findings of a process evaluation report were combined with the data included in this report to develop recommendations for improving program implementation for 1988-89. Extensive statistical data are included in six tables and two appendices. (Author/FMW)

ED 298 222

Claus, Richard N. Quimper, Barry E.

Compensatory Education Process Evaluation: Elementary and Secondary Academic Achievement
(A2) 1987-1988.

Saginaw Public Schools, Mich. Dept. of Evaluation
Services.

(A2) 1987-1988.

Saginaw Public Schools, Mich. Dept. of Evaluation Services.

Pub Date—Jan 88

Note—53p.; For earlier report, see ED 281 851. For related document, see ED 291 856.

Pub Type—Reports — Evaluative (142) —
Tests/Questionnaires (160)

EDRS Price - MF01/PCB Plus Postage.

Descriptors—\*Compensatory Education, \*Educationally Disadvantaged, Elementary School Students, Elementary Secondary Education, Principals, \*Program Effectiveness, Program Evaluation, Questionnaires, \*Remedial Reading, Secondary School Students, Urban Schools Identifiers—\*Education Consolidation Improvement Act Chapter 1, Michigan (Saginaw), Saginaw City School System MI

The School District of the City of Saginaw, Michigan operates a compensatory education delivery system in reading and mathematics consisting of two programs, elementary and secondary Academic Achievement (A2). The goal of the programs is to improve the reading and mathematics achievement of a designated number of educationally disadvantaged children, who are screened for entry with the California Achievement Tests—Form E (CA7). A process evaluation, which involves monitoring a program throughout the year, was conducted to determine if the program is being implemented as planned. Thirty-five compensatory education teachers and 22 principals at compensatory education teachers and 19 programs based on the four reporting areas. The results of the process evaluation were combined with the results of an evaluation of the pupils' academic achievement to form a set of recommendations for improving the implementation of the A2 programs for the coming year. Copies of the questionnaires distributed to elementary and secondary principals and teachers, and the results of the 1987-88 process surveys are included in two appendices. (FMW)

Claus, Richard N. Quimper, Barry E.
State Bilingual and ECIA Chapter 1 Migrant
Process Evaluation Report: 1967-88.
Saginaw Public Schools, Mich. Dept. of Evaluation
Services.
Pub Date—Apr 88
Note—50p.
Pub Type—

Services.
Pub Date—Apr 88
Note—50p.
Pub Type— Reports - Evaluative (142) —
Testa/Questionnaires (160)
EDRS Price - MP01/P02 Pins Postage.
Descriptors—Bilingual Education Programs,
"Compensatory Education, Educationally Disadvantaged, Elementary School Students, Elementary Secondary Education, Hispanic Americans,
Laotians, Mathematics Instruction, "Migrant Children, Migrant Education, "Minority Groups,
Program Evaluation, "Program Implementation,
"Program Evaluation, "Program Implementation,
"Program Improvement, Reading Programs, Secondary School Students, Urban Schools
Identifiers—"Education Consolidation Improvement Act Chapter 1, Michigan (Saginaw), Saginaw Children, Secondary School System MI
The State Bilingual Education program, the Local Bilingual program, and the Migrant Education program are designed to meet the needs of bilingual and migrant students in the School District of the City of Saginaw, Michigan. Instruction consisted primarily of one hour of supplemental reading and mathematics. "tudents in grades 7-12 also received counselis," and support services. The vast majority of the students was program, and the small number of the students was present the small number of the students was program, and the small number of the students was present the small number. counseling and support services. The vast majority of the students were Hispanic, with a small number

of Laotians completing the program population. In view of the fact that the program populations overlapped a great deal, the staff serving the students were the same, and all materials and activities were shared by all of the programs. A process evaluation, involving monitoring the program throughout the year, was conducted to determine if the program is being implemented as planned. Another goal of the evaluation was to identify the strengths and weaknesses that influenced the programs' outcomes. A set of questionnaires was sent to all participating staff and building principals concerning the following: (1) programming and instructional management; (2) communication; (3) pupil selection: and (4) miscellaneous. The program evaluator reviewed the responses and summarized them into a list of program strengths and weaknesses, and made recommendations for improvement. Information on the identification and eligibility procedures for program participants, copies of the survey questionnaires, and the results of the survey are included in three appendices. (FMW)

UD 026 358

ED 298 224 UD 026 35 Phinney, Jean S. The Development of Ethnic Identity in Adoles-

The Development of Examic sussession of Health (DHHS), Bethesda, Md.
Pub Date—Jun 88
Grant—NiH-MBRS-RP-08101
Note—26p; Paper presented at the Utah State University Workshop on Identity Formation: Theoretical and Empirical Issues (Logan, UT, June 1922)

versity Workshop on Identity Formation: Theoretical and Empirical Issues (Logan, UT, June 1988).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF91/PCU2 Plus Postage.
Descriptors—Asian Americans, Black Students, College Students, Ethnic Groups, Ethnicity, Higher Education, Individual Development, Mexican Americans, "Minority Groups, Personality Measures, Personality Studies, Personality Theories, "Racial Differences, "Racial Identification, Self Concept, Self Esteem, "White Students, "Young Adults
This paper presents a model and some empirical research on the process of ethnic identity development among minorities share with Erikson the idea that an achieved identity is the result of an identity crisis, which involves a period of searching that leads to a commitment. In order to achieve a secure ethnic identity, minority adolescents must explore the meaning of being a minority in a predominantly white society. The paper development based on the two components of the identity process, search and commitment, that could be used across ethnic groups. A questionnaire was administered to 300 undergraduates at an ethnically diverse urban college campus. Responses were analyzed from the following: (1) American-born Mines; and (5) foreign-born Asian Americans; (2) American-born Mines; and (5) foreign-born Asian Americans; (2) mixed race subjects may experience higher levels of identity conflict; (3) most minority students seem to have achieved or be in moratorium in the area of identity conflict; (3) most minority students seem to have achieved or be in moratorium in the area of identity conflict; (3) most minority students seem to have achieved or be in moratorium in the area frient age; (5) a strong relationship exists for minorities between thic identity; (4) minority students appear to have begun the identification process at an earlier age; (5) a strong relationship exists for minorities between ethnic identity and self-exteem; and (6) whites experience lower levels of search than

ED 298 225 UD 026 359

Coley, Diana And Others

Effective Dropout Prevention: The Case for
Schoolwide Reform.

Public Education Association, New York, N.Y.

Spons Agency—Carnegie Corp. of New York, N.Y.

Pub Date—May 88

Pub Date—May 88

Note—77p.
Pub Type— Reports - Evaluative (142)
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Dropout Prevention, 'Dropout Programs, Dropouts, 'Educational Environment, High Risk Students, High Schools, Middle Schools, Potential Dropouts, 'Program Ergletiveness, Program Evaluation, Program Implementation, Staff Role, Teacher Role, Urban Schools Identifiers—"Attendance Improvement Plan,

Dropout Prevention Program, "New York (New York), New York City Board of Education
A 3.5-year study of dropout prevention programs in New York City public schools shows that current programs have been effective in increasing professional and public awareness of the dropout problem and providing needed support to some students. However, the categorical approach of most programs is inadequate, providing special services to only a limited number of students under a rigid format for a limited time. It slights the needs both of the students reached, and the vastly larger population of students in the same and other schools who are truant, or at-risk of becoming so. Moreover, the approach does not address the problem of school environments that are personally alienating and academically ineffectual, and which counteract the effects of the special programs. The programs studied are funded by the New York State Attendance Improvement/Dropout Prevention Program (DPP). Project staff made observation visits to 11 middle and 9 high schools, and conducted structured interviews with students, staff, and administrators on all levels between 1985 and 1987. A comparison of the strengths and weaknesses of the various programs resulted in the recommendation that funding and program policy incorporate a systemic approach, characterized by the involvement of school staff in solving negative schoolwide conditions. A list of references and six appendices containing descriptions of the AIDP and DPP programs and schools are included. (Author/FMW)

Syropoulos, Mike Leddick, Linda
High School Development Center: An Alternative
School for Ninth and Tenth Grades, Executive
Sammary, 1946-87.
Detroit Public Schools, MI. Dept. of Evaluation and

Detroit Public Schools, MI. Dept. of Evaluation and Testing.
Pub Date—Dec 87
Note—6p.; For the full report, see UD 026 362.
Pub Type—Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Behavior Problems, Experimental Programs, \*Experimental Schools, Grade 9, Grade 10, \*High Risk Students, High Schools, High School Students, \*Program Effectiveness, Public Schools, \*Premedial Programs, Student Problems, Truancy, Urban Schools

Schools

Identifiers—Detroit Public Schools MI, Michigan

Schools
Identifiers—Detroit Public Schools MI, Michigan (Detroit)
The purpose of the High School Development Center, an alternative school in Detroit, Michigan, is to provide educational opportunities for 300 students identified as unsuccessful by principals of five high schools. Students in grades 9 and 10 are selected for the program if they exhibit two of the following: (1) very low academic achievement; (2) poor attendance; and (3) behavior problems. Evaluation of the Center was accomplished by analyzing and comparing trends in the number of violations of the Student Code of Conduct, attendance, and academic achievement of students at the Center with a carefully selected control group at the home schools, and by surveying students, parents, and teachers. This document presents a summary of the evaluation. Conclusions include the following: (1) no improvement was perceived in the safety and school climate at the home schools as a result of removing the students sent to the Center; (2) Center students showed greater improvement in academic achievement; (3) attendance rates for Center students showed greater improvement in academic achievement, (4) the rate of Code of Conduct violations for Center students was lower than the rate for the control group increased; and (4) the rate of Code of Conduct violations for Center students was lower than the rate for the control group. Responses from staff, students and parents were incorporated into a list of 11 recommendations for program improvement. (FMW) dations for program improvement. (FMW)

ED 298 227 UD 026 362

Stropoulos, Mike
High School Development Center: An Alternative
School for Nisoth and Teuth Grades. Evaluation
Report, 1966-87.
Detroit Public Schools, MI. Dept. of Evaluation and

Testing.
Pub Date—Dec 87
Note—57p.; For executive summary, see UD 026 361.

361.
Pub Type—Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postags.
Descriptors—Academic Achievement, Behavior
Problems, Experimental Programs, \*Experimen-

tal Schools, Grade 9, Grade 10, "High Risk Stu-dents, High Schools, High School Students, "Pro-gram Effectiveness, Public Schools, "Remedial Programs, Student Problems, Truancy, Urban

-Detroit Public Schools MI, Michigan (Detroit)

(Detroit) troits schools Mi, Michigan, (Detroit) The purpose of the High School Development Center, an alternative school in Detroit, Michigan, is to provide educational opportunities for 300 students identified as unsuccessful by principals of five high schools. Students in grades 9 and 10 are selected for the program if they exhibit two of the following: (1) very low academic achievement; (2) poor attendance; and (3) behavior problems. Evaluation of the Center was accomplished by analyzing and somparing trends in the number of violations of the Student Code of Conduct, attendance, and academic achievement of students at the Center with a carefully selected control group at the home schools, and by surveying students, parents, and teachers. Conclusions include the following: (1) no improvement was perceived in the safety and school climate at the home schools as a result of removing climate at the home schools as a result of removing improvement was perceived in the safety and school climate at the home schools as a result of removing the students sent to the Center; (2) Center students showed greater improvement in academic achievement; (3) attendance rates for Center students decreased, while rates for the control group increased; (4) the rate of Code of Conduct violations for Center students was lower than the rate for the control group. Responses from staff, students and parents were incorporated into a list of 11 recommendations for program improvement. Extensive statistical data are included in 13 tables. (FMW)

ED 298 228 UD 026 363

Gary, Lee P., Jr.

Economic Prosperity and the Responsible Public Education in Metro New Orleans Pub Date—23 Jun 88

Ecosomic Prosperity and the Responsibility of Public Education in Metro New Orleans.

Pub Date—23 Jun 85

Note—31p.; Paper presented at the Metro New Orleans Town Meeting on "Public Schools: Solutions '88" (New Orleans, LA, January 6, 1988). Pub Type—Opinion Papers (120) — Speeches/ Meeting Papers (150)

EDRIS Price - MF91/PO2 Plus Postage.

Descriptors—Academic Achievement, "Economic Opportunities, Economic Progress, "Educational Improvement, "Educational Quality, Elementary Secondary Education, "Government Roke, Government School Relationship," Public Schools, State Departments of Education, State Government School Relationship, "Public Schools, State Departments of Education, State Government, State Legislation, State Officials, Statewide Planning, Urban Education

Identifiers—"Louisiana (New Orleans)

It is the theme of this paper that economic prosperity and public education are inseparable; yet, both are lacking in Louisiana. The lack of excellence in education is a liability for stimulating and accelerating the growth and diversification of business and industry. In particular, educational mediocrity is evidenced in the following: (1) staggering failure rates of male and black students in the first grade; and (2) low scores of high school seniors in the American College Testing Program (ACT). Recommendations for achievement improvements in these two areas are presented. The Governor-Elect, the Louisiana Levislature, and the State Board of Elementary and Secondary Education (BESE) must develop a team approach to ensure meaningful reform of the State's public education system. Key recommendations for improvement include the following: (1) compulsory state-funded pre-schooling for 4- and 5-year olds; (2) performance pay raises for classroom teachers; (3) funding for more textbooks and libraries; (4) privatization of the State vocational and technical schools; and (5) implementation of the already mandated exit cam for graduation from high school. Four tables of statistical data on student attrition rates an

ED 298 229 UD 026 364

ED 298 229
Farrar, Eleanor
The Bostoa Compact: A Teaching Case.
Center for Policy Research in Education.
Spons Agency—Office of Educational Research
and Improvement (ED), Washington, DC.
Pub Date—Jul 88
Grant—G008690011
Note—42p.; Adapted from a longer essay by Eleanor Farrar and Anthony Cipollone, "After the
Signing: The Boston Compact 1982-1985," in
"American Business and the Public School," M.
Levine and R. Trachtman, eds., New York:
Teachers College Press, 1988; see ED 293 939.

Pub Type— Reports - Descriptive (141) EDRS Price - MF01/PC02 Plus Postage.

rogram Evaluation, Program Implementation,
"School Business Relationship, School Responsibility, Urban Schools
Identifiers—"Boston Compact, Boston Public
Schools MA, "Massachusetts (Boston)
The Boston Compact, aigned in September 1982,
is a formal agreement between the Boston School
Department and members of the business community to collaborate in making new educational and
employment opportunities available to the city's
high school students. Co-signers agreed to the following: (1) assist in developing private sector initiatives in employment training; (2) help double the
number of schools participating in the Jobs Collaborative, a school-to-work transition program; (3) recruit 300 companies to participate in a priority
hiring program for graduates by 1984; and (4) increase the number of summer jobs available for students by 25 percent by 1984. The business
community agreed to hire 400 June 1983 graduates
into permanent jobs and to increase the number to
1,000 students by 1985 if they could meet entry-level requirements. On its side, the school department agreed to: (1) reduce both absentee and
dropout rates by 5 percent annually; (2) implement
increased standards for graduation that would ensure minimal competency in mathematics and reading by 1986; and (3) increase job and college
placements after graduation by 5 percent annually.
The business community exceeded its goals, but the
schools were less successful. Although student performance as measured by standardized tests in
mathematics and reading had increased, district average results were still below the national average.
Instead of decreasing, the dropout rate increased
ack year. (FMW)

ED 298 230 UD 026 365

Callaway, Donn R.
Washington State Adult Refugee Project. ESL
Master Plan (Revised). Guidelines for Institu-

master ran (Revised), Guidelines for Institu-tional Curricula for Refugees. Washington Office of the State Superintendent of Public Instruction, Olympia, W.A. Div. of Instruc-tional Programs and Services. Pub Date—Sep 85

tional Programs and Services.

Pub Date—Sep 85

Note—56p.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MPUI/PC03 Plus Fostage.

Descriptors—"Adult Basic Education, Adult Literacy, "Behavioral Objectives, Bilingual Education Programs, Communicative Competence (Languages), "English (Second Language), Functional Literacy, Illiteracy, Immigrants, Language Enrichment, Language Proficiency, Limited English Speaking, Non English Speaking, "Refugees, "Second Language Instruction, State Curriculum Guides, Vocational English (Second Language) Identifiers—Washington State English as a Second Language (ESL) Master Plan, part of the Adult Refugee Project, is designed for use by program administrators and instructors in planning institutional curricular Program goals are the following: (1) enable refugees to reach a level of English usage and cultural familiarity that makes them employable; (2) enable refugees to reach a level of English usage that allows participation in vocational training and upgrading programs; (3) provide for English language improvement for employed refugees, and (4) enable refugees to make a contribution to the new society in which they have resettled. The program distinguishes between illiterate, non-wester refugees and those who are literate, somewhat familiar with Western culture. but unable to speak, read or write guishes between illiterate, non-Western refugees and those who are literate, somewhat familiar with Western culture, but unable to speak, read or write English. Students are designated as either preliterate, beginning, or intermediate, based on their degree of literacy, familiarity with Western culture, and proficiency in the English language. Students are placed in one of seven skill level groupings, whose educational objectives become progressively more demanding. Specific oral/aural, functional literacy, and pronunciation competencies, referred to as "Benchmarks," are designated for each skill level. Daily lesson planning should maintain a balance between pre-communicative and communicative learning activities. A seven-page inventory of grammatical structures, and samples of a student progress report, and a monthly project report are included in three appendices. (FMW)

ED 298 231 UD 026 366

ED 298 231 UD 026 366
Dr. Martin Luther King, Jr. Washington State
Resource Guide.
Washington Office of the State Superintendent of
Public Instruction, Olympia, WA. Div. of Instructional Programs and Services.
Pub Date—Jan 88
Note—999.
Pub Type—Guides - Classroom - Teacher (052) —
Reference Materials - Bibliographies (131) —
Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Annotated Bibliographies, Assembly

Keterence Materials - Bibliographies (131) — Guides - Non-Clastroom (055)

EDRS Price - MF01/PC04 Plas Postage.

Descriptors—Annotated Bibliographies, Assembly Programs, Audiovisual Aids, Biographies, Absembly Programs, Audiovisual Aids, Biographies, \*Black Leadership, Books, \*Civil Rights, \*Class Activities, Drama, Elementary Secondary Education, Filmographies, Holidays, \*Instructional Materials, Songs, State Curriculum Guides, Statewide Planning

Identifiers—\*Martin Luther King Program

The Washington State Resource Guide on Martin Luther King, Ir., supplies a wide variety of materials for use with all grade levels in classroom and assembly presentations in public achools. The goal is for every child enrolled in Washington State schools to learn about Dr. King during the days of January 15 to January 17. Resolutions supporting an official educational observance of the Martin Luther King pational holiday were proposed or adopted by the Dr. Martin Luther King, Jr., Holiday Commission, the Association of Washington School Principals, and the Washington State School Directors' Association. A list of suggested activities includes the following: (1) sample assembly program; (2) essay contest; (3) a keynote address by a speaker from the Speaker's Bureau; (4) activities chosen from those of previous celebrations; and (5) visits to school and public libraries and joint activities contained in two lists, and for grades K-6 and one for grades 7-12, and a lesson plan entitled "Martin Luther King, Jr., A Message for All Americans" are also included. Extensive bibliographies of books (some with annotations), and audiovisual materials are subdivided by the resource centers from which they may be obtained. A list of selected songs from the Civil Rights Movement, and the words to "We Shall Overcome" are included two brief skits and two dramatic readinsg. Ten additional ersolutions and teaching suggestions are included in the appendix (FMW)

ED 298 232 UD 026 368

ED 298 232

Lehr, Judy Brown Harris, Hazel Wiggins
At Risk, Low-Achieving Students in the Classroom. Analysis and Action Series.

National Education Association, Washington, D.C. Report No.—ISBN-0-8106-3338-8
Pub Date.—Jul 88
Note.—107p.

Available from.—NEA Professional Library, P.O. Box 509, West Haven, CT 06576 (\$9.95).

Pub Type.—Books (010) — Guides - Clasaroom Teacher (052) — Information Analyses (070)

EDRS Price - MP01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Achievement, Administrator Role, Class Activities, "Classroom Techniques, "Compensatory Education, Educational Environment, PEducational Strategies, Elementary Education, "Elementary School Students, "High Risk Students, "Instructional Effectiveness, Low Achievement, Remedial Programs, Research Utilization, Teacher Role
A review of the voluminous research in the field of teaching at-risk, low achieving elementary school students yields a number of practical, validated applications for classroom teachers. At-risk students should be identified early during their formative years, and social and academic enrichment programs should be implemented as soon as possible the leadership to create an inviting, supportive learning environment for staff and students. The attitude of the classroom teacher is the key to program success. Successful teacher approaches must include the following: (1) communication of high expectations; (2) utilization of a variety of effective teaching strategies; (3) emphasis on the development of the total child. The appendix contains an extensive list of practical strategies divided by the following: (1) reading/writing/spelling; (2) social RIE JAN 1989

studies; (3) science; (4) mathematics; (5) adaptable to all subjects; and (6) motivation/self-concept. A 162-item bibliography is included. (FMW)

ED 298 233 UD 026 369

Claus. Richard N. Quimper, Barry E.
State Bilingual and ECIA Chapter 1 Migrant
Product Evaluation Report 1987-88.
Saginaw Public Schools, Mich. Dept. of Evaluation

-Jul 88

Pub Date—Jul 88

Note—41p; Appendix C contains small print.

Pub Type— Reports - Evaluative (142)

EDRS Price - MP01/PC02 Plus Postage.

Descriptors—Bilingual Education Programs,

Compensatory Education, Elementary Secondary

Education, Federal Programs, Migrant Programs, Minority Groups, Norm Referenced Tests,

\*Program Effectiveness, Program Evaluation,

\*Remedial Mathematics, \*Remedial Reading, Ur-

\*Program Effectiveness, Program Evaluation, 
\*Remedial Mathematics, \*Remedial Reading, Urban Schools
Identifiers—Education Consolidation Improvement Act Chapter 1, Michigan (Saginaw), Saginaw City School System MI
The 1987-88 school year was the ninth year that
students in the State Bilingual and Migrant programs were assessed in reading and mathematics
using a norm referenced test. This is the second year
that the new California Achievement Test (CAT)
Form E, normed in the Spring of 1985, has been
used for program evaluation purposes. The locally
adopted performance standard was that grade level
post-test mean percentile scores would evidence improvement over pre-test scores. Overall, results
show decreases from the previous year in the percent of grade levels meeting the performance stanhow decreases from the previous year in the percent of grade levels meeting the performance stanhord of the process was the same. For
the Migrant Program, the decrease was the same. For
the Migrant Program, the decrease was less in reading than in mathematics. The results of this product
evaluation were combined with the results of a process evaluation to generate recommendations to improve the implementation of next year's programs.
Statistical data are included in 13 tables. The appendices provide a count of program participants, an
axanianation of the procedure for the identification Statistical data are included in 13 tables. The appen-dices provide a count of program participants, an explanation of the procedure for the identification of students eligible for program participation, and a table showing mean percentile gain/loss in reading and math by building and grade for 1-12 state Bilin-gual and Migrant, spring 1987-spring 1988. (FMW)

ED 298 234 LID 026 370

ED 298 234 UD 026 370 Lewis, Anne C. Facts and Faith: A Status Report on Youth Service. William T. Grant Foundation, Washington, DC. Commission on Work, Family, and Citizenship. Pub Date—Aug 88 Note—56p.; A product of Youth and America's Future. For other papers in this series, see ED 292 978-984.

Pub Type- Information Analyses (070) - Reports

Pub Type—Information Analyses (070) — Reports - Descriptive (141)
EDRS Price - MFDI/PC03 Plus Postage.
Descriptors—"Citizen Participation, "Citizenship Responsibility, Conservation (Environment), High Risk Students, Human Services, Public Policy, "Public Support, Rural Youth, Secondary Education, Social Responsibility, Social Science Research, Sudent Projects, Student Volunteers, Urban Youth, "Volunteers, "Youth Programs

Volunteers, Urban Youth, \*Volunteers, \*Youth Programs Research supports the value of youth service, but indicates concerns about the diminishing interest of young people in giving of themselves. New justifications for community service include the following: (1) documentation of the educational value of service; (2) greater understanding of environmental and human needs; and (3) greater understanding of the connection between community service and participation in civic life and interest in others. New approaches to youth service include the following: (1) mandated school-wide or district-wide programs; (2) programs interwoven throughout the curriculum; (3) city-wide programs; (4) magnet school programs; (5) value of service opportunities in helping at-risk youth develop self-esteem; and (6) incorporation of service projects into job training programs. Many states and communities have developed comprehensive urban and rural service programs that emphasize both environmental and human services work. Colleges participate through the College Compact and the Campus Outreach Opportunity League. Components of successful programs include the following: (1) clearly stated, useful goals; (2) an intense experience; (3) good supervision; and (4) time for reflection. Jane C.

Kendall, executive director of the National Society for Internships and Experiential Education, expands on the relationship between youth service and learning in a six-page commentary. A short list of references, and profiles of conservation and service corps are included. (FWW)

ED 298 235

Akins, Julie
Necessary Relief: The Stewart B. McKinney
Homeless Assistance Act.
National Coalition for the Homeless, Washington,

DC.
Pub Date—Jun 88
Note—49p.
Available from—National Coalition for the Homeless, 1439 Rhode Island Ave., N.W., Washington, DC 20005 (\$5.00).
Pub Type— Reports - Evaluative (142)
EDRS Price - MP01/PC02 Plus Postage.
Descriptors—Economically Disadvantaged,
\*Emergency Programs, \*Federal Aid, Federal
Legislation, \*Federal Programs, \*Health Programs, \*Homeless People, Housing Needs, Hunger, Poverty, Program Effectiveness, \*Program
Implementation, State Federal Aid, Welfare Services

ger, Poverty, Program Effectiveness, "Program Implementation, State Federal Aid, Welfare Services
Identifiers—"Stewart B McKinney Homeless Assistance Act 1987
Despite the positive contributions of the 1987
Stewart B McKinney Homeless Assistance Act (the McKinney Act), Federal emergency aid has failed to keep pace with the growing need for assistance. Less than one year after the passage of the McKinney Act, progress has been made toward meeting the emergency need for food, shelter, and health care among the growing number of homeless persons, and virtually every program authorized by the legislation has been made available to the public. Nevertheless, the funds are not adequate and agencies have acted slowly in distributing the money they did receive. McKinney Act appropriations have affected every state by creating new programs and sustaining existing programs to meet the survival needs of homeless persons, including the following: (1) the Federal Emergency Management Agency (FEMA) emergency food and shelter funds; (2) the Department of Housing und Urban Development (HUD) housing funds; and (3) the Department of Health and Human Services (HHS) primary and mental health care program funds. Yet failure to implement some of the provisions of the McKinney Act have resulted in the following: (1) no increase in the availability of education and job training programs until the end of the summer of 1988. The McKinney Act must be renewed at higher funding levels that realistically address the size and growth of the homeless population. Each agency receiving funds is profiled, with the following information provided: (1) amount of award; (2) amount distributed; (3) programs covered; and (4) demand for funds, by state. Three tables of statistical data are appended. (PMW)

ED 298 236

Judge, Walter W.

Deductions from a Comparative Analysis of Data
To Reflect Attitudes of Florida A & M University
Student Teachers Towards Teacher Activities
and Skills Appropriate for Diverse Ethnic
Groups for the Academic Years 1978-79 and
1973-80.

Florida A and M Univ., Tallahassee.
Spons Agency—National Inst. of Education (ED),
Washington, DC.
Pub Date—80
Grant—NIE-G-77-0021
Note—172p, Some tables contain marginally legible print. Best copy available.
Pub Type—Reports - Research (143) — Tests/
Questionnaires (160)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Black Teachers, "Cross Cultural
Training, Cultural Awareness, Educational Research, Higher Education, Minority Group
Teachers, "Preservice Teacher Education, "Student Teachers, "Teacher Education Curriculum
Identifiers—Florida
Student teachers in Florida A & M University's
Teacher Preparation Program were aware of their
need for additional training in working with diverse
ethnic groups. A survey consisting of 30 questions
relating to self-assessment, assessment of on-cam-

pus training, assessment of student teaching experience, and need for further training in that specific area, was administered to 440 black and 36 white student teachers during the 1978-79 and 1979-80 academic years. In addition, students participating during the winter 1979 and spring 1980 quarters also responded to another instrument, the Assessment of Multiethnic Attitude. Data were analyzed by quarter, and compared with the findings of the 1978-79 study. Findings included the following: (1) 49 percent indicated a need for more training in working with diverse ethnic groups; (2) responses from whites and blacks differed very little; and (3) there appears to be a close relationship between the respondents' perception of their ability to deal with situations involving ethnicity, and their backgrounds and experiences as they relate to ethnic diversity. Statistical data are included in 30 tables. A two-page list of references and a copy of the survey instrument are included in the appendices. (FMW)

ED 298 237
Cohen, Elizabeth G. Deslande, Jumes
States Equalization Project.
Stanford Univ., Calif. School of Education.
Snons Agency—National Inst. of Education (ED), Spons Agency—Na Washington, DC. Pub Date—78

Grant-NIE-400-76-0059

-35p.; For a related document, see ED 175 971.

Grant—NIE-400-76-0059
Note—35p.; For a related document, see ED 175
971.
Pub Type—Reports - Evaluative (142)
EDRS Price - MPUI/PC02 Plus Postage.
Descriptors—Black Students, "Rthnic Stereotypes, Grade 5, Grade 6, Intermediate Grades, Interpersonal Competence, Mexican Americans, Minority Grades, Grade 6, Intermediate Grades, Interpersonal Competence, Mexican Americans, Minority Grades, Gr

ED 298 238 UD 026 375
Smith, J. Christina, Comp.
The Hinoug: An Aunotated Bibliography, 1983-1997. Southeast Asian Refugee Studies Occasional Papers Number Serva.
Minnesota Univ., Minneapolis. Southeast Asian Refugee Studies.
Pub Date—88
Note—73p.
Available from—Southeast Asian Refugee Studies Project, Center for Urban and Regional Affairs, University of Minneapola, Mintelle Project, Center for Urban and Regional Affairs, University of Minneapola, Mintelle Project, Center, 301 19th Avenue South, Minneapolis, MN 55455 (34.00).
Pub Type— Reference Materials - Bibliographics (131)
EDIES Price - MP01/PC03 Plus Postage.

(131)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Annotated Bibliographics, Audic sual Aids, Biblingual Education, Books, "Edutional Needs, "Ethnography, Immigrat

Periodicals, \*Refugees, \*Special Health Problems,

Periodicals, \*Refugees, \*Special Health Problems, Vietnamese People Identifiers—Hmong, \*Hmong People, Southeast Asians, Thai People
The Hmong are a preliterate Southeast Asian, Thai People
in the remote highlands of Vietnam, Thailand, and Laos. During the 1960s and 1970s, the Central Intelligence Agency (CIA) recruited many Hmong to fight rebel forces in Indochina. Losing to the Pathet Lao in 1975, the Hmong were forced to fee Communist-controlled Laos. The United States accepted more than 60,000 Hmong refugees between 1975 and 1986. As of April 1985, 34,700 Hmong, including their American-born children, live in California. This 318-litem annotated bibliography is a compilation of printed and sudiovisual materials on the Hmong published or produced between 1983 and mid-1987. The main focus is Hmong resettlement in the United States, but material has been included on the Hmong in Southeast Ania and China. The principal language focus is English, but English-Hmong bilingual material is included. Topical divisions are the following: (1) Bibliographies; (2) Ethnography; (3) Linguistics; (4) Refugees (Resettlement Issues; (7) Audiovisual Materials; and (8) Sources (a list of addresses of organizations that produce materials on Hmong/Southeast Asians, or that engage in refugee advocacy). An index of authors is provided. (FMW)

ED 298 239 UD 026 37 Board of Regents and State Education Department Efforts to Improve New York City Public Schools: 1977-1988, New York State Education Dept., Albany. UD 026 376

New York State Education Dept., Albany.
Pub Date—Jul 88
Note—42p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MP01/PC02 Plus Postage.
Descriptors—"Board of Education Policy, Board of Education Role, Boards of Education, "Educational Finance, Educational Improvement, Educational Policy, Governing Boards, Government Role, "Policy Formation, School District Autonomy, School District Spending, "State Boards of Education, State School District Relationship Identifiers—New York, "New York (New York), "New York State Regents, State City Relationship

Identifiers—New York, "New York (New York),

"New York State Regents, State City Relationship
The conduct of public education in New York
State is a collaborative enterprise involving the
Governor and Legislature, the Regents and the
Commissioner of Education, and local boards of education. Although a decentralized system has given
limited ability to the State Education Department,
Legislature, and Governor to direct the use of funds
or to know the specific purposes for which the funds
are being spent, the Regents continue to support
local autonomy. An analysis of trends in education
from 1977 to 1943 reveals the following: (1) an emphasis on standards had increased; (2) standards
had sagged; (3) America's competitiveness was
questioned; and (4) in New York State, educational
decline was exacerbated by a fiscal crisis in New
York City (NYC). The following Regents/Department initiatives are discussed: (1) testing for competency standards; (2) reallocating Department
resources; (3) developing programs for handicapped
children; (4) establishing teaching as a profession;
(3) directing vocational funds to cities; and
(9) monitoring NYC schools. The implementation
of the Regents Action Plan since 1944 is discussed.
Problems and challenges are reviewed. Trends in
monitoring are analyzed. Data are exhibited in 10
figures. Appendices provide discussions of the
Pleischmann Commission and the Rubin Commission, both of which covered aspects of educational
finance. (BJV)

ED 298 240 UD 026 377

Iruno, Rosalind R. Ichool Enrollment Brano, Rosalind R.
School Enrollment-Social and Economic Characteristics of Students: October 1986. Current Population Reports: Population Characteristics. Bureau of the Census (DOC), Suitland, Md. Population Div.
Pub Date.—Aug 88
Note—125p.
Journal Cit.—Current Population Reports; Series P-20 n429 Aug 1988.
Pub Type.— Numerical Quantitative Data (110) — Collected Works - Serials (022)
EDRS Price - MP01/PC05 Plus Pestage.

Descriptors—Blacks, \*Census Figures, Demography, Educational Attainment, Elementary Secondary Education, \*Enrollment, Family Income, Geographic Distribution, Hispanic Americans, Longitudinal Studies, Marital Status, Postsecondary Education, Preschool Education, \*Racial Composition, Racial Differences, ural Urban Differences, \*School Statistics, Socioeconomic Status, \*Statistical Data, Whites Identifiers—Current Population Survey
This report presents detailed tabulations of data from the Current Population Survey on school enrollment in October 1986, and summary time series of data collected since the inception of the survey in 1946. School enrollment data are shown by the following personal and school characteristics: (1) age; (2) race; (3) Hispanic origin; (4) sex; (5) marital status; (6) family income; (7) educational attainment of householder; (8) metropolitan residency; (9) level and grade of school; (10) full-time attence status; (11) public/private school; and (12) two-year/four-year college. Among the highlights of the data presented are the followers; (1) in Octo dance status; (11) public/private school; and (12) two-year/four-year college. Among the highlights of the data presented are the following: (1) in October 1986, there were 60.1 million persons carolled in school, including 12.4 million college students and 6.5 million children enrolled in pre-primary school; (2) no level of school demonstrated a significant change in enrollment from 1985 to 1986; (3) between 1981 and 1986, pre-primary enrollment grew by one-fourth; (4) in the same period, elementary and high school enrollment declined by about 3 percent; (5) total college enrollment was not different in 1986 from any year since 1981, even though the traditional college-age population has declined; and (6) Black elementary school enrollment decreased less than White enrollment since the peak enrollment year, 1970-the Black elementary and black elementary achool enrollment exercises the peak enrollment year, 1970-the Black element ment decreased less than White enrollment since the peak enrollment year, 1970—the Black elemen-tary school-age population will increase proportion-ately more than the comparable White population during the next decade. Data are presented on 41 tables and figures. Appendices present supplemen-tary tables, provide definitions and explanations, and discuss the source and reliability of the esti-mates. (BIV)

ED 298 241 UD 026 378 Money Income and Poverty Status in the United States: 1987. (Advance Data from the March 1988 Carrent Population Survey). Carrent Population Reports: Consumer Income.
Bureau of the Census (DOC), Suitland, Md. Population Division Division

on Div.

lation Reports: Cossumer Income.
Bureau of the Census (DOC), Suitland, Md. Population Div.
Pub Date—Aug 88
Note—80p.
Journal Cit—Current Population Reports; Series P-60 n161 Aug 1988
Pub Type—Numerical/Quantitative Data (110)—Collected Works - Serials (022)
EDRS Price - MF01/PC04 Plus Postage.
Descriptora—Age, Blacks, "Census Figures, Educational Attainment, Family (Sociological Unit), "Family Income, Family Size, Geographic Distribution, Heads of Households, Hispanic Americans, "Income, One Parent Family, Place of Residence, "Poverty, Race, Racial Differences, "Statistical Data, Whites, Work Experience Identifiers—Current Population Survey (CPS) on the income and poverty status of families and persons in the United States for the calender year 1987. The following family characteristics are examined: (1) family income; (2) family composition, race, and Hispanic origin; (3) educational statament of householder; (4) work experience of householder; (5) number of earners; (6) geographic distribution; (7) type of residence; (8) earnings of year-round, full-time workers, (9) per capita income; (10) poverty status, and (11) income deficit. Among the highlights for 1987 are the following: (10) median family income was \$30,850, 1 percent higher than 1986; (2) median income of female-headed families with no husband present increased 3.4 percent; (3) real per capita income, at \$12,290, was at an all time high, increasing 1.5 percent over its 1986 level; (4) the number of persons below the Federal poverty level was 3.2. million; (5) the poverty rate among Blacks increased by 0.5 percent, while the rate among Blacks and 3.3.1 percent of Blacks were in poverty; (8) the Hispanic poverty rate among persons living on farms declined by 7 percent. Data are presented on 36 tables and figures. Appendices provide

definitions and explanations, discuse the under-reporting of income and the source and reliability of the estimates, and present facsimiles of CPS ques-

Nicolan, Slobhon And Others

Closing the Gap for U.S. Hispanic Youth: Public/Private Strategies. Report from the Aspon Institute Conference on Hispanic Americans and the
Business Community (Wye Plantation, Maryland, May 11-13, 1988).

Hispanic Policy Development Project, Inc., New
York, NY.
Pub Date—88

Pub Date—88 Note—59p.

Pub Date—58
Note—59
Note—59
Pub Type—Collected Works - Proceedings (021)—
Reports - Descriptive (141) — Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Career Counseling, Citizen Participation, Community Programs, Day Care, Economically Disadvantaged, Educational Attainment,
Education, Education, Educational Attainment,
Education, Education, "Employment Problems,
Equal Opportunities (Jobs), Family (Sociological
Unit), Family School Relationship, High Riak
Students, "Hispanic Americans, "Job Training,
Minority Group Children, Policy Fornation,
Program Development, Program Effectiveness,
Public Education, "Public Pchicy, Social Services,
Year Round Schools, Young Adults, "Youth
Problems, Youth Programs
Identifiers—"Partnerships, "Public Private Relationship

Identifiers—Partnerships, \*Public Private Relationship
A report from the 1988 Aspen Institute Conference reports that Hispanic youth are more likely to work at full-time jobs and are alightly more likely to work year-round than either Blacks or Whites, regardless of gender or age. But although jobs are available and Hispanics want to work, fundamental changes in the nature of the economy, low wage scales for unskilled labor, and low educational achievement are keeping the American dream out of Hispanic reach. Public /private strategies that address the specific problems of the following age groups are examined; (1) to 16; (2) To 13; (3) 14 to 18; and (4) 19 to 24. In order to break the cycle of poverty the following recommendations should be implemented; (1) build on Hispanic strength in local neighborhoods; (2) support Hispanic institutions dedicated to the overall development of Hispanic communities; (3) develop flexible strategies to prepare young Hispanic men and women for the new work place; (4) provide the crucial support young Hispanics need to enter or reenter education and training programs or to work; (5) promote fundamental restructuring of schooling and the use of schools to make them more responsive to the year-round learning and caring that poor youth and their families require; and (6) encourage mainstream and Hispanic media to play an active role in disseminating information and reinforcing the goals described in this report. Tables and figures illustrate the data. A. list of references is included. Conference participants are listed. (BIV)

ED 298 243

Martin, Stann Forbet And Others

Serving the Newly Legalized: Their Characteristics and Current Needs.

Refugee Policy Group, Washington, DC.

Spons Agency—American Public Welfare Association, Washington, D.C.

Pub Date—Jun 88

Note—78p.; Additional funding provided by the states of California, Florida, Illinois, New York, Oregon, and Texas; and the District of Columbia. Available from—American Public Welfare Association, 1125 15th St., N.W., Suite 300, Washington, D.C. 20005.

Pub Type—Reports - Research (142).

bon, 1129 19th St., N.W., Suite 300, wasnington, D.C. 2000.5.

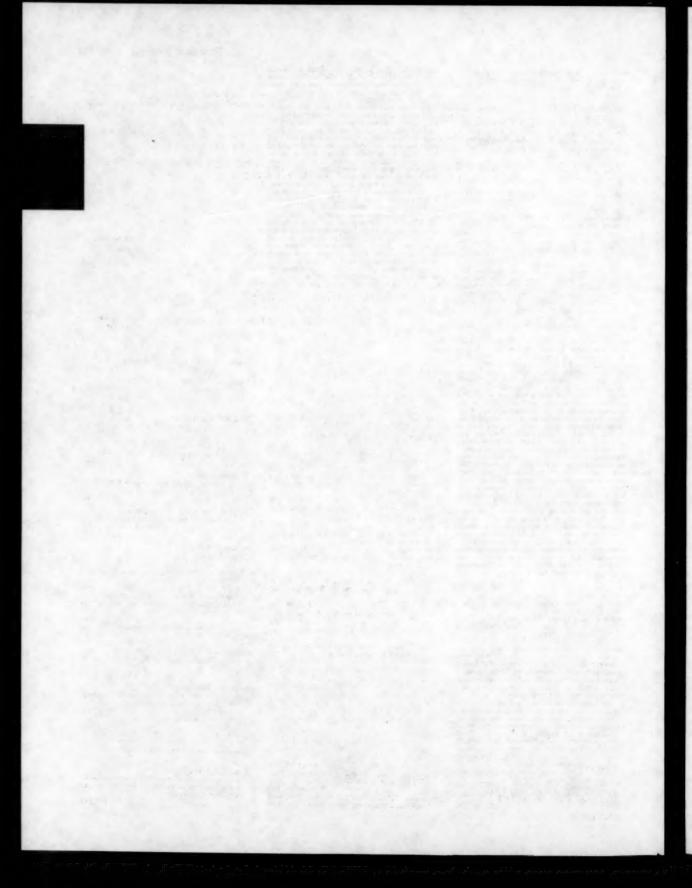
Pub Type— Reports - Research (143)

EDRS Price - MF91/PC04 Plus Postage.

Descriptors—"Demography, Educational Attainment, Employment Level, English (Second Language), "Family Characteristics, Federal Legislation, Geographic Distribution, "Health Needs, Housing Needs, "Immigrants, Income, Individual Characteristics, Marital Status, Migration, "Social Services, State Aid, "State Federal Aid, Undocumented Immigrants Identifiers—Immigration Legislation," immigration Reform and Control Act 1986

The Immigration Reform and Control Act of 1986 (IRCA) provides for the legalization of undocumented aliens through several programs. IRCA es-

tablished the State Legalization Impact Assistance Grants (SLIAG) "to alleviate the financial impact on States and local governments that may result from the adjustment of immigrant status" through the legalization program. Under SLIAG 51 billion per year during the four fiscal years beginning in 1988 will be made available for states for the following types of social services: (1) public assistance; (2) public health assistance; and (3) education. Pisning for the SLIAG program at the state and local levels has been very difficult because of a lack of information about the newly legalized population; this survey provides a broad profile of that population, assessing its service usage, and likely service needs. More than 100 people who have worked closely with the aliens in seven states were surveyed. Information is given on the following; (1) size of population (as of March 24, 1988, there were 1,258,359 applications for legalization); (2) nationality; (3) distribution within states; (4) demographic characteristics, including sex, age, marital status, education and language skills, health status and service needs, employment status, income, potential public assistance utilization, housing status, and geographic mobility. Recommendations are made in the following areas: (1) general; (2) health; (3) education; and (4) employment, income, and public assistance. Data are presented on eight tables. (BJV)



## Subject Index

This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the Thesaurus of ERIC Descriptors and the Identifier Authority List, are in word-by-word alphabetical order.

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Descriptor Title	Microcomputers  Public Education and Electronic Technologies.  ED 226 725	Accession Number
Identifier	National Assessment of Educational Progress  Reading, Science, and Mathematics Trends. A	
	Closer Look. ED 227 159 ————	Accession Number

Ability	Identification

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Abstract Reasoning Knowledge-Constrained Inferences about New Domain-Related Concepts: Contrasting Expert and Novice Children.

ED 297 882

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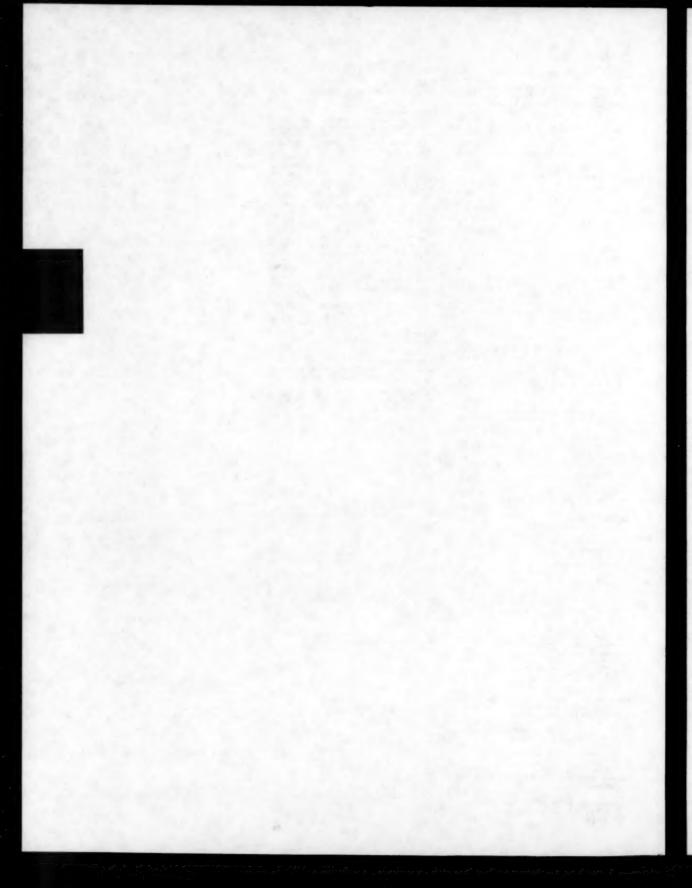
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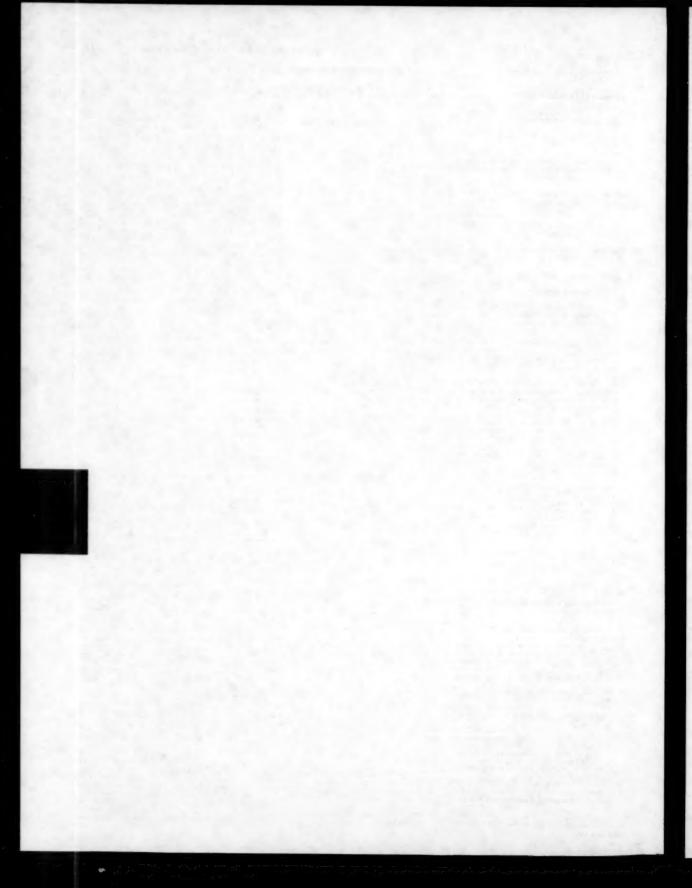
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ED 298 223 Statewide Longitudinal Study. Interim Report.

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ED 297 733 Vocational & Social Outcomes with Mentally Handicapped Adults: A Longitudinal Study. Pi-nal Report.

ED 297 539 What Works: A Reading Immersion Program for At-Risk Adolescents. Report No. 88-1. ED 297 296

## (170) Translations

Grade 12 Diploma Examination: Biology 30. June 1988 — Examen en vue du Diplome Dou-zieme Annee: Biologie 30. Juin 1988.

Grade 12 Diploma Examination: Chemistry 30.

June 1988 — Examen en vue du Diplome Dou-ziene Annee: Chimie 30. Juin 1988.

Grade 12 Diploma Examination: Physics 30. June 1988 = Examen en vue du Diplome Douzieme Annee: Physique 30. Juin 1988.

ED 297 960

### (171) Multilingual/Bilingual Materials

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ED 297 538 Parents as Partners: Planning Early for Your Children's School Success and College Atten-dance = Los Padres como Socios: Planificando para el Exito Escolar y la Asistencia al Colegio de Sus Ninos.

ED 297 858 Pesticide Safety for Non-Certified Mixers, Load-

ers and Applicators — Uso Seguro de Pesticidas para Mezcladores, Cargadores y Aplicadores no Certificados.

Resource Directory of Hispanic Educational Ma-terials on Child Abuse Prevention.

ED 298 199 Watch Me Grow! A Text for the Early Education of the Blind Child = Miradme! Texto para la Educacion Precoz del Nino Ciego.

ED 297 515

## Clearinghouse Number/ED Number **Cross-Reference Index**

This index cross-references the temporary ERIC Clearinghouse accession number to the permanent ERIC Document (ED) accession numbers by which resumes are arranged in Resources in Education (RIE). Readers who have only Clearinghouse numbers for a given document may use this index to trace the item to its ED number and hence to its location in RIE.

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IR -Information Resources

JC -Junior Colleges

PS —Elementary and Early Childhood Education

RC-Rural Education and Small Schools

SE -Science, Mathematics, and **Environmental Education** 

SO - Social Studies/Social Science Education

SP —Teacher Education

TM-Tests, Measurement, and Evaluation

UD-Urban Education

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IR051911	ED297730	JC880375	ED297825	RC016725	ED297918	SO018311	ED298011
IR051912	ED297731	JC880376	ED297826	RC016726	ED297919	SO018312	ED298012
	ED207733		ED277620	PC016720	ED207020	SO018335	ED299012
IR051913	ED297732	JC880377	ED297827	RC016730	ED297920	50018333	ED298013 ED298014 ED298015
IR051914	ED297733	JC880378	ED297828	RC016731	ED297921	SO019002 SO019003	ED298014
IR052083	ED297734	JC880380	ED297829	RC016732	ED297921 ED297922	SO019003	ED298015
IR052293	ED297735	JC880381	ED297830	RC016734	ED297923	SO019006	ED298016
IR052407	ED297736	JC880382	ED297831	RC016737	ED297924	SO019020	ED298017
IR052408	ED297730	JC880389	ED207833	RC016738	ED297923 ED297924 ED297925	SO019023	ED298018
	ED297737 ED297738		ED297832	RC010738	ED291923	SO019107	ED270010
IR052410	ED297738	JC880391	ED297833	RC016743	ED297926		ED298019
IR052411	ED297739	JC880393	ED297834	RC016746	ED297927	SO019162	ED298020
IR052412	ED297740	JC880394	ED297835	RC016747	ED297928	SO019181	ED298021
IR052413	ED297741	JC880395	ED297836			SO019196	ED298022
IR052414	ED297742	JC880397	ED297837			SO019198	ED298023
IR052415	ED297743			SE046595	ED297929//	SO019199	ED298024
		JC880398	ED297838	SE047822	ED297930	60019199	ED270024
IR052416	ED297744	JC880405	ED297839	SE048177	ED227730	SO019202	ED298025
IR052417	ED297745	JC880406	ED297840		ED297931	SO019203	ED298026
IR052418	ED297746	JC880409	ED297841	SE048178	ED297932	SO019206	ED298027
IR052419	ED297747	JC880410	ED297842	SE048975	ED297933//	SO019207	ED298028
IR052420		30000410	ED291042	SE049060	ED297934	SO019208	ED209020
1RU32420	ED297748			SE049095	ED297935	SO019225	ED298028 ED298029 ED298030
IR052465	ED297749	PS016788	ET307943	SE049102	ED297936	SO019226	ED290030
IR052466	ED297750 ED297751		ED297843				ED298031
IR052467	ED297751	PS017321	ED297844	SE049149	ED297937	SO019227	ED298032
IR052468	ED297752	PS017389	ED297845	SE049184	ED297938 ED297939	SO019230	ED298033
IR052469	ED297753	PS017448	ED297846	SE049189	ED297939	SO019235	ED298034
IR052470	ED297754	PS017452	ED297847	SE049222	ED297940	SO019237	ED298035
IR052475	ED297755	PS017454	ED297848	SE049231	ED297940 ED297941 ED297942 ED297943	SO019241	ED298036
		PS017458	ED297849	SE049236	ED297942	SO019242	ED298037
IR052476	ED297756		ED277049		ED277742	30019242	ED290037
IR052477	ED297757	PS017472	ED297850	SE049414	ED29/943	SO019243	ED298038
IR052478	ED297758	PS017473	ED297851	SE049419	ED29/944	SO019244	ED298039
IR052479	ED297759	PS017474	ED297852 ED297853	SE049420	ED297945 ED297946//	SO019245	ED298040
IR052480	ED297760	PS017478	ED297853	SE049421	ED297946//	SO019246	ED298041
IR052481	ED207761	PS017479	ED297854	SE049422	ED297947//	SO019247	ED298040 ED298041 ED298042 ED298043
IR052481	ED297761	PS017482	ED297855	SE049423	ED297948//	SO019248	ED298043
IR052482	ED297762 ED297763	PS017484	ED297856	SE049424	ED297949	SO019249	ED298044
IR052483	ED297763				ED277747		
IR052484	ED297764	PS017485	ED297857	SE049425	ED297950	SO019250	ED298045
IR052486	ED297765	PS017486	ED297858	SE049426	ED297951	80019251	ED298046
IR052487	ED297766	PS017487	ED297859	SE049427	ED297952	SO019252	ED298047
IR052488	ED297767	PS017489	ED297860	SE049428	ED297953	SO019253	ED298048
IR052489	ED297768	PS017490	ED297861	SE049429	ED297954	SO019254	ED298049
		PS017491	ED297862	SE049430	ED297955	SO019255	ED298050
IR052490	ED297769	PS017492	ED297863	SE049451	ED207054	SO019256	ED208051
IR052491	ED297770	PC017492	ED297803	SE049451	ED297956		ED298051
IR052492	ED297771	PS017494	ED297864	SE049452	ED297957	SO019257	ED298052
IR052493	ED297772	PS017496	ED297865	SE049456	ED297958	SO019273	ED298053
IR052494	ED297773	PS017499	ED297866	SE049457	ED297959	SO019281	ED298054
TR052495		PS017502	ED297867	SE049458	ED297960	SO019284	ED298055
IR052496	ED297775	PS017504	ED297868	SE049459	ED297961	SO019285	ED298056
	ED207774	PS017505	ED297869	SE049460	ED297962	SO019286	ED298057
IR052497	ED297776						
IR052498	ED297777	PS017506	ED297870	SE049461	ED297963	SO019287	ED298058
IR052499	ED297778	PS017507	ED297871	SE049464	ED297964	SO019288	ED298059
IR052500	ED297779	PS017508	ED297872	SE049465	ED297965	SO019289	ED298060
IR052501	ED297780	PS017509	ED297873	SE049466	ED297966	SO019291	ED298061
IR052502	ED297781	PS017510	ED297874	SE049467	ED297967	SO019292	ED298062
		PS017511	ED297875	SE049468	ED297968	SO019299	ED298063
IR052503	ED297782	PS017512	ED297876	SE049470	ED297969	SO019303	ED298064
		DE017512	ED207070	SE047470			ED20004
50000000	ED002202	PS017513	ED297877	SE049471	ED297970	SO019309	ED298065
JC870380	ED297783	PS017514	ED297878	SE049472	ED297971	SO019460	ED298066
JC870549	ED297784	PS017515	ED297879	SE049473	ED297972	SO019535	ED298067
JC880204	ED297785	PS017518	ED297880	SE049474	ED297973	SO019536	ED298068
JC880283	ED297786	PS017520	ED297881	SE049475	ED297974	SO019537	ED298069
JC880290	ED297787	PS017522	ED297882	SE049476	ED297975	SO019538	ED298070
JC880291	ED297788	PS017524	ED297883	SE049478	ED297976	SO019539	ED298071
JC880292	ED297788 ED297789	PS017525	ED207884	SE049479	ED297977	SO019555	
JC880293	ED297790		ED297884		ED297977	SO019556	ED298072
	ED297790	PS017529	ED297885	SE049600	ED297978		ED298073
JC880294	ED297791	PS017530	ED297886	SE049605	ED297979	SO019575	ED298074
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SO019576 SO019597 SO019619	ED298075 ED298076 ED298077	TM012293 TM012317 TM012319 TM012320	ED298168 ED298169 ED298170 ED298171
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TM011462 TM011463 TM011464 TM011465 TM011822 TM011830 TM011830 TM0112022 TM012023 TM012226 TM012227 TM012237 TM012237 TM012237 TM012238 TM012237 TM012238 TM012242 TM012242 TM012244 TM012246 TM012250 TM012250 TM012250 TM012250 TM012250 TM012250 TM012251	ED298131// ED298132// ED298133/ ED298135 ED298136 ED298137 ED298138 ED298140 ED298141 ED298144 ED298144 ED298144 ED298146 ED298147 ED298147 ED298147 ED298148 ED298149 ED298150 ED298160 ED298160 ED298160 ED298160 ED298160 ED298160 ED298161 ED298161	UDQ26338 UDQ26339 UDQ26341 UDQ26346 UDQ26346 UDQ26346 UDQ26346 UDQ26347 UDQ26377 UDQ26371 UDQ26377 UDQ26377 UDQ26377 UDQ26377 UDQ26377 UDQ26377 UDQ26377 UDQ26377 UDQ26377	ED298225 ED298225 ED298226 ED298227 ED298238 ED298231 ED298233 ED298233 ED298235 ED298235 ED298235 ED298235 ED298235 ED298236 ED298237 ED298237 ED298238 ED298238 ED298238 ED298238 ED298238 ED298238 ED298238 ED298238 ED298238 ED298238 ED298238 ED298238 ED298238 ED298238 ED298238 ED298238 ED298238 ED298238 ED298244 ED298244
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# THESAURUS ADDITIONS AND **CHANGES**

The following additions and modifications have been made to the ERIC controlled vocabulary since August 1986. They are, therefore, not included in the main body of the 11th (1987) edition of the Thesaurus of ERIC Descriptors.

(Scope Note Added) (note: do not confuse with "Bibliographic Records")

D RAIN

Dec. 1988

Precipitation (rain, snow, fog, etc.) containing destructive acid concentrations, caused when pollutants, chiefly oxides of sulfur and nitrogen, are chemically combined with water vapor in the atmosphere

ACQUIRED IMMUNE DEFICIENCY
SYNDROME

Aug. 1987
SN Infectious, life-threatening virus that inhibits the body's protective immune system—transmitted chiefly by sexual contact, the sharing of intravenous needles/syringes, or unscreened blood transfusions

unscreened bloo AIDS (Disease) HTLV 3 Human Immunodeficiency Virus Human T Cell Lymphotropic Virus Type 3

#### ADMINISTRATOR EFFECTIVENESS

Degree to which administrators are successful in satisfying their objectives, obligations,

ADULT CHILDREN SN Grown-up Grown-up sons and daughters (approximately 18+ years of age)
Adult Offspring
Grown Children

ICAN STUDIES
Interdisciplinary instruction and research concerned with the continent of Africa and its inhabitants—generally encompasses sub-Saharan Africa, but may also include North Africa

OHOL ABUSE Jun. 1988
Excessive or otherwise inappropriate ingestion of alcoholic beverages, often causing
risk or injury to health and impaired social
functioning (note: if possible, use the more
specific term "Alcoholism")
Alcohol Intoxication
Drunkenness (Alcohol)
Problem Drinking

Alcohol Consumpti USE DRINKING

Alcohol Use USE DRINKING

Assessment USE EVALUATION

Assessment Instruments (Individuals) USE MEASURES (INDIVIDUALS)

Assistance (Social Behavior) USE HELPING RELATIONSHIP

AUDIENCE AWARENESS
SN The conceptions of the writer, speaker, or performer concerning the recipients of his/her communication

AUDIENCE RESPONSE Recipient reactions to, and interpretations of, oral, visual, or written communication (note: if possible, use the more specific term "Reader Response")

**BIBLIOGRAPHIC DATABASES** Dec. 1987 Organized collections of machine-readable records that describe books, journal articles, reports, or other primary sources of information Bibliographic Instruction
USE LIBRARY INSTRUCTION

BIBLIOGRAPHIC RECORDS

Dec. 1987

SN Records in a database or library catalog that describe a bibliographic item (book, film, etc.)—generally containing author, title, and publication information and often enhanced with abstracts and/or subject terms (note: for \_cferences to other works within bibliographic items, use "Citations (References)," which, prior to Dec87, was sometimes used for "Bibliographic Records")

BODY COMPOSITION

Aug. 1988

N The amounts of fat and nonfat tissue in the body, usually expressed as a ratio

UF Body Density
Body Fatness
Body Mass
Fat Ratio

Lean Fat Ratio Percent Body Fat

Individuals who provide personal care to others—includes professionals, nonprofes-sionals, family members, and friends (note: use a more specific term if possible)

CHI SQUARE

No. The sum of the squares of observed values minus expected values divided by the expected values—used in testing hypotheses concerning the discrepancy between observed and expected results

Having no natural children (note: if appro-priate, coordinate with the Identifier "Vol-untary Childlessness")

("Chronic Illnesses" deleted as USE reference)
SN Disease or ailment of long duration or frequent recurrence, and often of increasing

CITATIONS (REFERENCES)

Mar. 1980
SN (Scope Note Changed) References that identify works which have been used as authorities or from which passages have been quoted (note: do not confuse with "Bibliographic Records")

Classroom Management USE CLASSROOM TECHNIQUES

Refers primarily to unmarried couples living together COHABITATION

COLLEGIALITY Aug. 1988 Relationship among people within a profession, field, organization, or office, characterized by trust, openness, concern, and

PUTER GAMES

Games played on computers, as either educational tools or recreational pastimes (note: do not confuse with "Video Games" with built-in semiconductor chips or microprocessors that can be played independently of a computer). COMPUTER GAMES

Computer Keyboards
USE KEYBOARDING (DATA ENTRY)

SN Any computer equipment other than the central processing unit, i.e., devices for input, output, storage, add-on memory, and other auxiliary functions

UF Computer Auxiliary Equipment

Computer output devices that produce readable, hard-copy data on paper, film, etc. COMPUTER PRINTERS

COMPUTER SYSTEM DESIGN COMPUTER SYSTEM DESIGN Jan. 1988
SN The process of selecting, setting up, and
modifying a system of computer hardware
and software—also, the layout and specifications of a computer system
UF Computer System Development

Input output devices, generally including a keyboard and a display unit (video or print), used to enter data into and receive data from a computer (note: prior to Jan88, the instruction "Computer Terminals, use Input Output Devices" was carried in the Thesaurus) COMPUTER TERMINALS

COOPERATIVE LEARNING

Aug. 1988

N Learning situation in which students work together in small groups and receive rewards or recognition based on their group's perfor-

Cooperative Work Experience Programs USE COOPERATIVE EDUCATION

COURSE INTEGRATED LIBRARY SN Library instruction given as part of a course in another subject, i.e., English, history, etc. UF Course Related Library Instruction

The process of planning and organizing the content and structure of a database—also, the specifications that result from this pro-

Aug. 1988
Structure or framework of formal debate, including order and duration of arguments DEBATE FORMAT

DISK DRIVES LIDBUTES Input output devices that effect the necessary movements of disks or disk packs and that have read/write heads for accessing and recording data on the disks and communicating with the computer

DISTRACTORS (TESTS)

Aug. 1988

Incorrect alternative answers used in objective test items—also, incorrect choices or extraneous information used in test-like

Educational Excellence
USE EDUCATIONAL QUALITY

Educational Excellence Movement (United States)
USE EXCELLENCE IN EDUCATION

ENTROPY

No. 1988

N The amount of disorder, or tendency toward randomness, in a physical or social system, e.g., the extent to which the energy in a thermodynamic system is unavailable for useful work, the diminished capacity of human systems (over time) for adaptation or change, the degree of uncertainty in a message or signal

UF Negentropy

**EVALUATION RESEARCH** Dec. 1988 Systematic investigation into the nature and process of evaluation, including methods, practices, and utilization of results (note: do not confuse with evaluation conducted in an exhaustive or research-like manner, for which see "Evaluation")

Furnitarity Research

UF Evaluative Research

EXCELLENCE IN EDUCATION Dec. 1988
SN Educational reform movement in the United States directed at stemming declining academic performance and renewing a commiment to high-quality, effective schooling for all—began in 1983 with the issuance of "A Nation at Riak," the final report of the National Commission on Excellence in Education, which focused attention and prompted widespread actions toward educational improvement

FAMILY CAREGIVERS

Dec. 1988

SN Individuals providing personal care to their relatives (or, on occasion, close friends)—such care is usually informal and in the home (frequently for elderly parents)

FLOPPY DISKS Dec. 1987
Computer storage devices in the form of small flexible magnetic disks enclosed in semirigid jackets—generally used with microcomputers Diskettes Dec. 1987

FRAIL ELDERLY Elderly persons whose physical or mental abilities are so reduced that regular assistance is needed for daily living or social

FREE ENTERPRISE SYSTEM Aug. 1988
SN Economic system in which individuals, rather than the government, make decisions about the way goods and services are produced, distributed, and used
UF Free Market
Laissez Faire Economy
Market Economy

FULL TEXT DATABASES

SN Machine-readable files containing the complete texts of journal articles, newspaper items, legal documents, encyclopedias, or other works

GRADE REPETITION

Jul. 1966
SN (Scope Note Added) Repeating a grade level in school because of deficient achievement

HEALTH CARE COSTS UF Health Costs

HEALTH PROMOTION Jun. 1988 Activities that encourage and support physical and mental wellness
Preventive Health
Wellness Programs UF

Help Giving USE HELPING RELATIONSHIP

P SEEKING
Searching for and requesting assistance from others through formal or informal mechanisms (note: do not confuse with "Information HELP SEEKING

Helping Behavior USE HELPING RELATIONSHIP

Hiring (Personnel)
USE PERSONNEL SELECTION

Infant Death Rate
USE INFANT MORTALITY
and MORTALITY RATE

IMPORTS

IMACY

Especially close association or familiarity
(usually interpersonal, often affectionate or INTIMACY SN Especia

JOURNAL WRITING

N Writing done regularly in logs or notebooks to gather thoughts or ideas, sometimes for later use in more formal writing (note: use "Writing for Publication" for journal article writing)

JOURNALISM HISTORY

ALY METHOD

Aug. 1988
System of music education for children that includes singing, ear training, solfeggio, rhythmic movement, and improvisation—developed by Hungarian composer, Zoltan Kodaly, to achieve the goal of music literacy KODALY METHOD

LIKERT SCALES ERT SCALES

Measures in which subjects rate a series of attitudinal statements on a continuum, e.g., strongly agree, agree, undecided, disagree, strongly disagree—from a procedure originally developed by Rensis Likert

Summated Rating Scales

MAGNETIC DISKS Computer storage devices in the form of flat circular plates coated on one or both sides with magnetic material on which informa-tion may be recorded and stored for future

MAGNETIC TAPES

Jan. 1969

SN (Scope Note Changed) Tapes coated on one or both sides with a magnetic oxide, on which data are stored by the selective polarization of portions of the surfaces—used for recording video, audio, or computer data (note: use a more specific term if possible)

MAIL SURVEYS

Aug. 1988

SN Includes postal and electronic mail surveys (note: use as a minor Descriptor for examples of this kind of survey—use as a major Descriptor only as the subject of a document.

MARKOV PROCESSES

Dec. 1988

SN Probabilistic simulations in which future events are determined completely by present and immediately preceding events, and not on anything occurring earlier—derived from the model developed by Russian mathematician A.A. Markov

UF Markov Chains

Functions or tasks expected of or performed by the mass media in society, e.g., news, education, entertainment, propaganda Media Role (Mass Media) MASS MEDIA ROLE

MASS MEDIA USE The manner, purpose, frequency, etc., of au-dience use of the electronic or printed mass

UF Media Use (Mass Media)

Medical Costs
USE HEALTH CARE COSTS
and MEDICAL SERVICES

MENSTRUATION Aug. 1993
Cyclic discharge of blood and tissues from
the uterus, normally occurring between puberty and menopause except during pregnancy (note: see also Identifiers "Menarche,"
"Menopause," "Menstrual Disorders," "Premenstrual Syndrome," and "Toxic Shock Syndrome") Menses

MISSING CHILDREN Aug. 1988

MODEMS SN Device MODEMS
SN Devices that convert computer output to signals that can be transmitted over communications lines and that restore the signals to their original form at the receiving end
UF Modulator Demodulators

Mortality (Physiology) USE DEATH

Aug. 1988

MORTALITY RATE

SN Ratio between the number of deaths and the number of individuals in a specified popula-

UF Death Rate

Multidisciplinary Approach USE INTERDISCIPLINARY APPROACH

News Use USE MASS MEDIA USE and NEWS MEDIA

NUMERIC DATABASES Jan. 1988 Machine-readable files primarily consisting of statistical or other quantitative data, often with user manipulability

OFFICE AUTOMATION Application of computer and communica-tions technologies to office functions and

ONLINE VENDORS

Apr. 1986
SN (Scope Note Changed) Organizations that maintain databases and related software on their computer systems and sell online retrieval time to clients at multiple remote locations (note: see also such Identifiers as "DIALOG," "BRS Information Technologies," and "ORBIT")

ORAL REHYDRATION THERAPY

Aug. 1988

SN Use of a special drink of sugar and salt in water to reverse or prevent dehydration caused by acute diarrhea

Peer Tutoring USE PEER TEACHING and TUTORING

PHYSICAL ATTRACTIVENESS Jun. 1988 SN (Note: see also the Identifier "Facial Attrac-tiveness")

Press Role USE MASS MEDIA ROLE and NEWS MEDIA

PREVENTIVE MEDICINE Jul. 1966 SN (Scope Note Added) Medical science that deals with prevention of diseases

Retention (in Grade)
USE GRADE REPETITION

Retention (in School)
USE SCHOOL HOLDING POWER
(Replaces "Retention (of Students)" as USE

SN Individual or group prayer in a public or private school setting UF Prayer in Schools

SN Belief or expectation about one's own ability to perform a given task successfully UF Efficacy Expectation

SIBLING RELATIONSHIP Aug. 1988

Sociodramatic Play USE DRAMATIC PLAY

SPEECH SYNTHESIZERS Jan. 1988 SN Devices that simulate the human voice UF Text to Speech Synthesizers Voice Synthesizers

SPORTS MEDICINE

SN Branch of medicine concerned with the effects of sports and exercise on health and fitness and with the prevention and treatment of athletic injuries

UF Sport Medicine

STUDENT JOURNALS

Aug. 1988

SN Logs or notebooks in which students regularly record their experiences, ideas, or reflections, often for later revision, and usually not for formal grading by a teacher

UF Student Logs

Student Notebooks (Diaries)

SUBSTANCE ABUSE Excessive or otherwise inappropriate ingestion of alcohol, drugs, tobacco, or other chemical or organic substances, often impairing physiological and/or psychological functions

Symbolic Play USE PRETEND PLAY

TACTILE STIMULI UF Tactual Stimuli

Jan. 1988

TEACHER EXPECTATIONS OF

DENTS
Aug. 1988
Teacher anticipation of student behavior or achievement based on preconceptions and such intervening cues as students' test scores, phys-

ical appearance, speech patterns, etc.—also, the effects of that anticipation (note: see also iden-tifiers "Pygmalion Effect" and "Self Fulfilling Prophecies")

Television Role
USE MASS MEDIA ROLE
and TELEVISION

Television Use
USE MASS MEDIA USE
and TELEVISION VIEWING

TEST SCORE DECLINE

Aug. 1988
SN Decreasing scores of groups of test takers or
a decrease in the average score of all exam-UF Declining Scores

Text Editing USE WORD PROCESSING

Text Editors
USE COMPUTER SOFTWARE
and WORD PROCESSING

TEXT STRUCTURE SN Arrangement an Aug. 1988
Arrangement and connectivity of the ideas in a textual passage in terms of format, order, density, repetitiveness, elaborateness, etc., as related to comprehension and/or recall

TRANSRACIAL ADOPTION UF Interracial Adoption Aug. 1988

VIDEO DISPLAY TERMINALS UF Cathode Ray Tube Terminals Visual Display Units Jan. 1988

VIDEO GAMES VIDEO GAMES

SN Games played by manipulating graphics or television screen or other video display, usua by means of hand controllers (joysticks, b tons, etc.)—includes microchip-controlled via arcade games and hand-held toys (note: coor nate with "Computer Games" for cassette-ty or similar games requiring access to a coputer)

UF Videogames (Electronic)

WRITING ACROSS THE
CURRICULUM
SN Educational movement or strategy that advocates the incorporation of writing into all classes and disciplines, to help students improve their writing and use writing as a learning tool

The state of the s

# **HOW TO ORDER ERIC DOCUMENTS**



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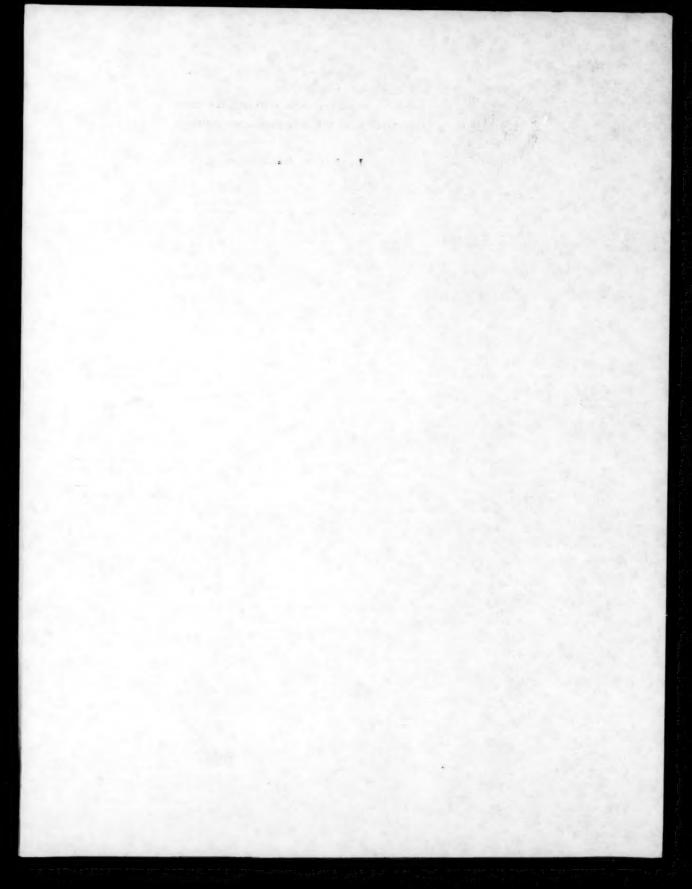
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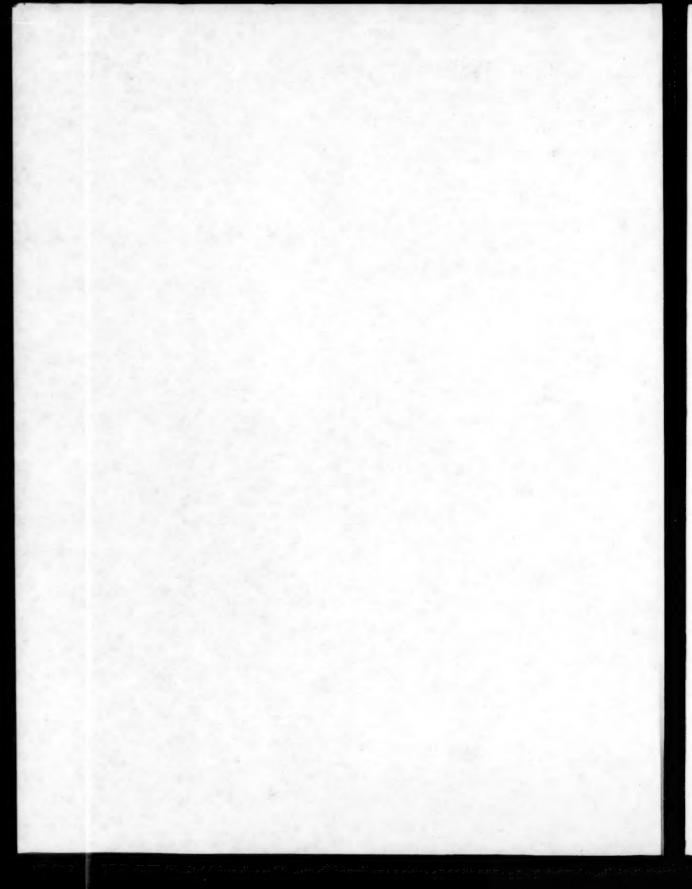
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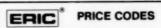
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